

## THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST (TIP)

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## THE WILSON BATTERY OF MANAGEMENT AND ORGANIZATION SURVEYS

**MLMS** — The Multi-Level Management Surveys } These available in a format  
**PEER** — The Survey of Peer Relations } for on-the-spot or self-scoring  
**GROUP** — The Survey of the Work Group } if desirable.  
**S.O.S.** — The Survey of Satisfaction

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**PEER:** Focuses on operational and interpersonal relations with one's peers and superiors. For use with those who manage people as well as professionals, specialists, staff, etc. who do not. Of 13 PEER factors, 11 are translations of MLMS scales: e.g. **Clarity of one's own goals, Encouragement of peer participation in decisions, Orderly work planning, Pressure on peers, Approachability, etc.** Added dimensions are **Clarity of Communications and Dependability.**

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**S.O.S.** An advanced, more information-laden, shorter form of traditional attitude survey. Flexible in that it enables you to assess such specifics as pay, training programs, company practices, commuting requirements — any topic of interest. The added feature is that S.O.S. is administered with MLMS, PEER, or GROUP. Correlation with these factored scales permits analysis of the specifics in the context of the larger framework of organization, management, or group factors. In turn this leads to more co-ordinated overall planning. Also, because the factored scales are more reliable than the responses to single questions, this co-ordinated analysis enables better assessment of changes to evaluate programs.

**SEND FOR:** Specimen kit: Copies of all instruments and profile charts; **Manual; Guide to Good Management Practices** (For participants and counselors use with MLMS); **Guide to Effective Peer Relations** (Use with PEER); **Teambuilding with MLMS, PEER, or GROUP** (For facilitators); **Coaching Manual** (For counselors and superiors to follow through after MLMS and PEER); References to published technical evaluations; Mimeo reports on validity of MLMS or PEER dimensions for: administrative MBO's (collections, budget variances, order entry errors, etc.), sales quotas, production floor performance, general management performance (sales, employee turnover, performance reviews). Charge for kit: \$50. Add \$25 and receive any 10 MLMS, PEER, or GROUP surveys for trial.

*Author and Publisher*

Clark L. Wilson  
Fellow, Division 14 APA

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# ANNOUNCING . . .

## 1979 EDITION **WRIOT** WIDE RANGE INTEREST-OPINION TEST

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A culture-fair instrument to determine interests and attitudes of individuals regardless of age, sex, mental ability, cultural background, reading skill, languages, educational level, or disability.

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14 separate normed distributions by I.Q., age, sex, ethnic and socio-economic background.

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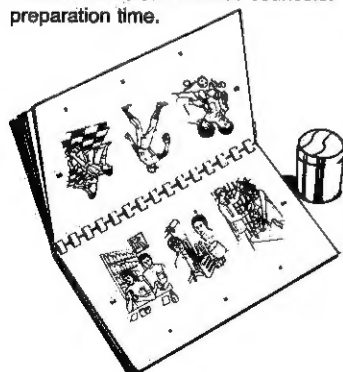
18 clusters from liberal arts to sports.

#### Attitudes:

Sedentariness	Sex Stereotype
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Ambition	Negative Bias
Preferred Skill Level	Positive Bias

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# JASTAK

## ASSESSMENT SYSTEMS

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Affiliation \_\_\_\_\_

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City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

ITEM DESCRIPTION  
**WIDE RANGE INTEREST-OPINION TEST,  
1979 EDITION**

Manual	18.95	_____	_____
Picture Book	8.60	_____	_____
Picture Film Strip	125.00	_____	_____
Answer Sheets, Pkg. 50	6.90	_____ pkgs.	_____
Report Forms, Pkg. 50	6.90	_____ pkgs.	_____
Scoring Stencils, Set	26.90	_____ sets	_____
Job Title Lists, Set	34.90	_____ sets	_____
Specimen Set*	31.00	_____ sets	_____
<b>TOTAL</b> (Shipping charges prepaid when check or money order is enclosed)			
Date _____	Signature _____		

\*Specimen Set includes Manual, Picture Book Answer Sheet, Report Form, and Scoring Certificate.

**tip**

## A Message From Your President

MARY L. TENOPYR

This year has essentially gotten off to a good start administratively. Both the elected officers and the appointed committee chairs have worked diligently in developing objectives for the coming year. Considerable progress on these objectives has been carried out and will be communicated to you in the reports of the various committees. Our financial status, however, poses some problems. Thanks to the generosity of the Workshop Committee we have managed to meet expenses over the past two years. However, with our increasing activities and services to members and the high inflation rate it appears we must study carefully the possibility of an assessment increase for next year.

On the national front, we have been diligently involved in fighting "Truth-in-Testing" legislation. Through a massive team effort involving a number of Division 14 members, the Division scored a first—it presented the first Division 14 testimony before the U.S. Congress. **Edwin A. Fleishman** presented the testimony relative to the "Truth-in-Testing" bills (H.R. 3564, H.R. 4949). **Frank Erwin** also gave testimony which supported the views of Division 14. Your president too gave a brief statement to Congress. As a result of our efforts and those of a number of other groups, consideration of the proposed legislation has been postponed until spring. We will continue to watch for future developments and work vigorously to defeat such legislation. In the meantime, similar legislation has been introduced in Pennsylvania and New Jersey. We are again working through various channels to defeat this legislation.

The American Psychological Association has been following a slightly different path relative to test disclosure legislation. Representatives of the Association for the Advancement of Psychology believe that some type of legislation is inevitable. They have proposed a national commission dealing with selection matters. We have expressed strong opposition to such a proposal. We feel that any commission dealing with educational and occupational selection may be housed in the federal government within an organization which is opposed to testing and other means of objective selection. We are maintaining communication with APA in Washington to try to resolve our differences. However, as long as a strong possibility exists that the proposed legislation can be defeated, we will continue to oppose further regulation of the activities of our members.

Our relationship with APA is on a somewhat more positive note than it has been in the recent past. A number of our members have been voicing strong opposition to the editorial policies of the *Monitor*. I had a meeting with Michael Pallak, Executive Officer of APA, and he has promised that Division 14 will have equal space to refute an editorial which placed Industrial/Organizational Psychology in an unfavorable light. The APA Committee on Tests and Assessments has written us and indicated that they did not really endorse the Uniform Guidelines on Employee Selection Procedures and, therefore, that no withdrawal of endorsement is necessary. **C. J. Bartlett's** efforts in developing a set of specialty standards for providers of Industrial/



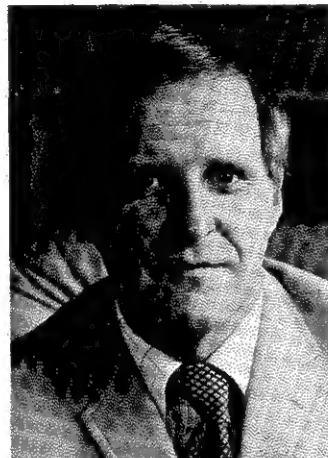
Organizational services have met with approval from the Board of Professional Affairs. Various other Division 14 members are exerting influence on a number of APA Boards and Committees. I personally am going to maintain a continuing dialogue with the Executive Officer so that the views of Division 14 are heard and given consideration in the formulation of APA policy. We are continuing to monitor developments relative to the organization of APA and are reviewing our own organization in this light.

I would be grateful to learn of any matters about which the membership is concerned. We will try to maintain a strong unified position within the APA and relative to governmental groups. I am extremely appreciative of the strong support I have received from the Executive Committee, the Committees, and individual members. We will continue to do our best to represent you.

### Profile: Victor H. Vroom

Your new President-Elect was born in Montreal, Canada more years ago than he cares to remember. He took his Bachelor's degree with Honors in Psychology at McGill University where he came under the influence of **Donald Hebb**. He decided to stay at McGill for a Master's degree in Industrial Psychology where he worked with **Edward C. Webster**. As part of that two-year program, which led to a degree of Master of Psychological Science (MPsSc), Vic was immersed in the literature of personnel selection, individual differences, job analysis and evaluation, and even vocational guidance. On graduating from McGill, Vic worked for short periods at Canadair Ltd. (predicting turnover of assembly fitters from weighted application blanks) and at Aluminum Company of Canada (where he was first exposed to **Morris Viteles'** "new book" entitled *Motivation and Morale in Industry*).

The latter experience convinced him of the need for further education so he packed his bags in the back of his Morris Minor convertible and went off to Ann Arbor, Michigan where he spent the next three years studying with such people as **Floyd Mann**, **Daniel Katz**, **Robert Kahn**, **Jack Atkinson** and **Jack French**. Vic's doctoral dissertation—"Some Personality Determinants of the Effects of Participation" was selected by the Ford Foundation as one of five winners in its doctoral dissertation competition. On graduating from Michigan in 1958, Vic decided to remain at that institution working as Study Director in the Survey Research Center and as a Lecturer in the Department of Psychology. Two years later he accepted an assistant professorship at the Psychology Department of the University of Pennsylvania. It was during the next three years that he wrote "Work and Motivation" while teaching Introductory Psychology to Penn undergraduates, and courses in Motivation and in Social Psychology to doctoral students.



In the fall of 1963 Vic was induced to accept an Associate Professor offer at Carnegie Institute of Technology where he was attracted by the likes of **Leavitt**, **March**, **Simon**, **Cyert** and **Dill**; all of whom were then at that institution. Vic remained at Carnegie for nine years punctuated only by sabbaticals at the London Business School and at the University of California at Irvine. During this period, Vic won the McKinsey Research Design Competition for his work with **Ken McCrimmon** on Stochastic Models of Managerial Careers and, later, the James McKeen Cattell Award for his work with **Philip Yetton** on "Leadership Styles."

In 1972 Vic made his most recent move (up until press time) to Yale University. He is currently the John G. Searle Professor of Administrative Sciences and Professor of Psychology. He has served as Chairman of the Department of Administrative Sciences and has been involved in Yale's School of Organization and Management.

In addition to his academic work, Vic has been active as a consultant to a number of organizations, including General Electric, Chemical Bank and American Express. He has been active in Division 14 affairs having served on several committees and on the APA Council of Representatives. His hobbies include sailing, growing orchids, and playing the clarinet and saxophone.

### PRESIDENTS OF DIVISION 14

1945-46	Bruce V. Moore	1963-64	S. Rains Wallace
1946-47	John G. Jenkins	1964-65	Brent N. Baxter
1947-48	George K. Bennett	1965-66	Ross Stagner
1948-49	Floyd L. Ruch	1966-67	Marvin D. Dunnette
1949-50	Carroll L. Shartle	1967-68	Phillip Ash
1950-51	Jack W. Dunlap	1968-69	Stanley E. Seashore
1951-52	Marion A. Bills	1969-70	William A. Owens
1952-53	J. L. Otis	1970-71	Herbert H. Meyer
1953-54	Harold A. Edgerton	1971-72	Douglas W. Bray
1954-55	Edwin E. Ghiselli	1972-73	Robert M. Guion
1955-56	Leonard W. Ferguson	1973-74	Edwin A. Fleishman
1956-57	Edwin R. Henry	1974-75	Donald L. Grant
1957-58	Charles H. Lawshe, Jr.	1975-76	Lyman W. Porter
1958-59	Joseph Tiffin	1976-77	Paul W. Thayer
1959-60	Erwin K. Taylor	1977-78	John P. Campbell
1960-61	Raymond A. Katzell	1978-79	C. Paul Sparks
1961-62	Orlo L. Crissey	1979-80	Mary L. Tenopyr
1962-63	William McGehee		

### APA COUNCIL APPORTIONMENT RESULTS !!!!!!!

**Mary Tenopyr** called *TIP*, as we were going to the printer, with the results of the November APA Council Apportionment ballot. **WE DID IT!** Division 14 received 4.71% thereby retaining five council members. The 4.71% is the highest ever received by the Division. The previous year we received 4.06% but a technicality prevented us from losing a seat. Mary thanks all for casting their ballots with Division 14; next year our goal is to get 6 seats!

## 14 TIPBITS

SHELDON ZEDECK

This issue of *TIP* is devoted to the "truth." Everything you read will be "nothing but the truth." *TIP* believes an appropriate way to report the "truth" is to present the actual words, utterances, letters, etc. of those who speak and write. Consequently, *TIP* is introducing in this issue a new feature called "In-Basket Correspondence." *TIP* will reproduce, verbatim, letters which members feel should be made available to all, information which is necessary for our processing and decision-making, and opinions which convey various viewpoints. In this way, *TIP* won't misquote or misrepresent; the worst we will do is mistype.

The focus of this issue's "In-Basket Correspondence" is "truth-in-testing" legislation, federal guidelines, and investigatory commissions—all of which seek the truth. In addition, this issue reports on the status of "truth" in various states as well as presents the verbatim testimony on "truth" of **Ed Fleishman**. When you finish reading all of this issue's discourses, you may conclude that Division 14 is *against the truth*—not so; there are just different views as to how to get to the "truth"!

Since we are emphasizing the "truth," the Post Office has agreed to deliver this issue of *TIP* to all members on February 22, 1980.

Now for some more truth about Division 14 members.

### NEWS AND NOTES...

We lied in the November issue of *TIP*. **Lloyd D. Marquardt's** truthful address is **Manager, Personnel Research, Personnel-Administration Department, The Travelers Insurance Company, One Tower Square, Hartford, Conn. 06115**. If you read November's issue, you should recall that Lloyd would like to hear from you so that he can develop a list of I/O problems that are known to be of pressing interest to managers in one or more industries. The list could help researchers formulate projects that deal with their main interest; such a list would be available from the Committee on Public Policy and Social Issues.

*TIP* congratulates **W. Warner Burke** on his appointment as Editor of *Organizational Dynamics*, the American Management Association's quarterly journal on organizational behavior...AT&T's I/O psychologists continue to be elected. **Dick Campbell** is now a Governor; i.e., on the Board of Governors for the Center of Creative Leadership. Meanwhile, **Doug Bray** has not only been elected to *another* 4 year term on the American Board of Professional Psychology, he has also been elected to be a Vice-President of the Board...Another "board" member, of BFS Psychological Associates, is **Mortimer Feinberg**. Mort was so "board" that he took early retirement from his position as Professor of Psychology and Director of Advanced Management Programs at Baruch College, New York City. He quickly ended his "boardom" by accepting the appointment of Director of the Social Science faculty of the next Young President's conference in Madrid to be held in April 1980.

**Mickey Kavanagh** still likes to see his name in *TIP*; he holds the record for most consecutive issues in which a Division member's name has appeared.

**Mickey** has been appointed Director of the Ph.D. program in I/O psychology at Old Dominion University (Norfolk, Virginia 23508). Write to him if you want information about the programs in Human Factors, Personnel/Training, and Organizational/Managerial...**Mark Van Slyke** is now the Chair of the Human Factors Department at the University of Southern California. Mark has recently been joined by **Sam Dubin**, who will direct the Center for Human Performance Systems, and by **Andy Imada**, who for his first USC teaching assignment has gone to the Far East. **Hal Hendrick** is also a member of the Department but he is currently living and teaching in Hawaii until the Spring when he will leave to teach in the Philippines. USC appears to have some interesting branch campuses; are those the spots for "red-shirting" USC football players?

*TIP* congratulates **Douglas M. Soat** who has assumed the position of Corporate Vice-President, Employee Development, for Sentry Insurance Company of Stevens Point, Wisconsin...Another new appointment is that of **David Munz** who is now the Director of the St. Louis University Medical Center's Department of Health Promotion...

Though there was a short interval between your receipt of the November issue of *TIP* and the deadline for submission of items for this issue, *TIP* is pleased to have heard from 3 members. **Frank Schmidt**, **Joel Moses**, and an **anonymous donor** from the Department of the Navy's Naval Weapons Center at China Lake, California attended to our request for back issues of *TIP*. The *TIP* shelf now has a copy of an issue going back to volume 2 (November 1964). Many thanks to **Frank**, **Joel**, and **anonymous**. Issues we are still missing are: all of vol. 1, issues 3 and 4 of vol. 4, all of vol. 5, issue 3 of vol. 10, issue 3 of vol. 11, and issues 1 and 4 of vol. 12. If you care to donate these issues, we will be pleased to hold them.

*TIP* is pleased to learn from **Harry Levinson** that he is also receiving honors in the U.S. He has been named the Distinguished Business Lecturer by Emporia State University...However, our overseas recognition continues. **Erwin S. Stanton** conducted a workshop in English with simultaneous translation into Spanish on the "Sequential Selection System," a technique for recruiting, interviewing, and selecting personnel, for managers and executives in Venezuela in November 1979 sponsored by El Centro de Transferencia Tecnologica.

A final bit of truth. **Ed Ghiselli**, Professor Emeritus at University of California, Berkeley, presented the Fall 1979 Robert Choate Tryon Lecture in the Psychology of Individual Differences at Berkeley in October. Ed's presentation was titled "Theoretical Models: Così È Se Vi Pare." The talk centered on the truth, or perhaps non-truth, of accurate and useful models of behavior. To get you to read beyond this page, the interpretation of the title is presented elsewhere in *TIP*!

THE DEADLINE FOR RECEIPT OF ITEMS  
FOR THE MAY ISSUE OF TIP IS  
**MARCH 15, 1980**

## ASSESSMENT CENTER HAPPENINGS...

JOEL MOSES

### Assessment in The Public Sphere

In the last issue of *TIP*, I noted that assessment centers implemented at the state and local level of government were often problematic. Part of this, it seems to me, stems from using the right technique for the wrong problem. Very often assessment centers are viewed as replacements for weak staffing procedures. This often is a function of poorly designed laws and administrative procedures which make things worse. What is needed are imaginative strategies which, using assessment centers as a focal point for change, deal with organizational change at many different levels. In this context, assessment centers can be a major organizational intervention.

A number of very innovative governmental applications of assessment have emerged. Among these are the procedures instituted by the EEOC to assess high level governmental applicants for senior administrative jobs. One hundred and four individuals were recently assessed for the EEOC. Another example is offered by the State Department which is planning to assess 1800 candidates for Foreign Service officers this year. (The OSS lives!!) There are also a number of professionally developed state and local government assessment centers emerging which may cause me to change my perspective. For example, **Don Grant** is installing six assessment centers in nine cities in Georgia. Please let me know of others.

### Assessment and Education

Another major application of assessment centers is within the educational world. The work of Alverno College in Milwaukee reflects a pioneering effort which integrates assessment center procedures and the principles of competency based education. They have published a fascinating book, *Assessment at Alverno College*. Copies (\$3.75) can be obtained by writing to **Dr. Austin Doherty, Dean, Alverno College, 3401 South 39 Street, Milwaukee, Wisconsin 53215**. The National Association of Secondary School Principals Assessment Center, established by the 1974-1975 Public Policy and Social Issues Committee of Division 14 is still going on, and **Neal Schmitt** is conducting an evaluation of the program for NASSP. **Tom Jeswald** notes that he has received many inquiries about this center and would be happy to coordinate responses (312-326-7127). **Bill Byham** reports that New York City has installed the world's largest assessment center to assess candidates for Junior High School Principals. Due to the nature of licensing exams, all participants are assessed on the same date. Bill has designed a screening system which is both imaginative and adaptable to the unique demands of the New York Board of Examiners.

### International Congress

The Eighth International Congress on the Assessment Center Method will be held June 4-6 in Toronto, Canada. It promises to be an outstanding meeting. The program committee reports that the theme of the Congress will be Assessment Systems for the 80's. Contact **Jim Huck** (213-646-3802) of Western Airlines for program information or **Shelly Johnson** of Development Dimen-

sions, Inc., (412-344-4122), for Congress details. While the Congress is designed for individuals actively involved in assessment centers, interested researchers may find the Congress to be professionally stimulating, since one key feature of this year's Congress will be an update of assessment center research.

Speaking of research, the *Assessment Center Research Group* met recently. Division 14 members in attendance were **Bill Byham, Gini Boehm, Steve Cohen, Lois Crooks, Cabot Jaffee, Jim Huck, Joel Moses, and Mark Van Slyke**. The Assessment Center Research Group is preparing a paper on what we know about assessment centers (theory and practice). It is developing a list of questions about principles and practices that are central to assessment center management, and our knowledge of the research basis for these practices. It could be a goldmine for research ideas. We would appreciate any input here. Please get in touch with any of the above.

My next column will deal with assessment in litigation. Please call me (201-221-7064) or write me at **AT&T, 295 North Maple Avenue, Room 6133H3, Basking Ridge, New Jersey 07920**, if you have leads, ideas, or concerns.

## PUBLIC RELATIONS COMMITTEE REPORT

JERRY NIVEN

Copies of Division 14's publication "A Career in Industrial Organizational Psychology" have been mailed to all Psi Chi Chapters, together with the indication that Division 14 would be willing to furnish speakers for Psi Chi meetings. Committee member **Madeline Heilman** will be coordinating speaker requests.

President **Mary Tenopyr** has written to ASTD, ASPA and IPMA executive directors, indicating that the division would contribute to chapter programs and other meeting activities of these organizations. All Public Relations Committee members have been asked to coordinate Division 14 member participation within their respective geographic areas.

A third opportunity to provide greater awareness of I/O psychology is in providing I/O graduate students with information concerning employment opportunities in the practice of I/O Psychology. Division 14 members affiliated with schools offering graduate programs in I/O Psychology and Organizational Behavior who are interested in this opportunity can contact **Madeline Heilman** at the **Department of Psychology, Room 550, New York University, 6 Washington Place, New York, N.Y. 10003**.

Division 14 members are urged to respond to any requests to provide their services in describing either the activities of I/O Psychologists or career opportunities in this field. This activity is the most effective public relations effort available to the division.

Committee member **Paul Duffy** reports that the revision of the publication "The Industrial/Organizational Psychologist" has been completed and is in the hands of the printers. Copies will be available from Secretary-Treasurer **Lew Albright** upon request.



## I/O DOCUMENTS CLEARINGHOUSE

JIM TERBORG, DENIS COURTNEY, AND MIKE NEES

Two years ago, **Steve Cohen**, with the support of the E & T Committee, attempted to provide a document clearinghouse service. The objective was to provide a mechanism whereby non-confidential "In-House" validity studies, annotated bibliographies, and other reports that *normally would not be published* might be made available to interested Division 14 members. It is our belief that many papers of this type exist and that they could be of considerable value to a substantial segment of our membership. For a variety of reasons, this service never was given an opportunity to prove its worth. The E & T Committee has decided to try and rejuvenate the I/O Clearinghouse, and we have taken responsibility for this activity.

This is what we propose. Those of you who have material that you believe may be of interest are asked to provide the following information:

- Full title of document(s)
- A brief one or two sentence description, if necessary, to convey type of material
- Full name(s) of author/provider(s)
- Full address where material can be obtained
- Costs per copy, if any, for materials

### DO NOT SEND THE ACTUAL MATERIALS

We will compile titles by subject matter and a listing will be published in *TIP*. Those interested in obtaining copies will respond directly to the author(s) of the document(s). Our function is simply to receive and disseminate titles and addresses.

The clearinghouse can survive only if you show an interest. All we ask is that you take some time once or twice a year to prepare a list of titles and to send them to one of us. We look forward to your participation.

**James R. Terborg**  
Department of Psychology  
University of Houston  
Houston, Texas 77004

**Denis M. Courtney**  
307 4th Avenue  
Haddon Heights, N.J. 08035

**Michael W. Nees**  
American Hospital Supply Corp.  
1 American Plaza  
Evanston, Illinois 60201

### SPECIAL ANNOUNCEMENT

The 1979-80 *WORKSHOP COMMITTEE* has done it again. For the third year in a row, the Committee has donated some of its resources to the Division; this time in the amount of \$2000.00. **Mary Tenopyr** and the **Executive Committee** are most grateful. *TIP* is also especially grateful since we are a large portion of the Division's expenditure.

## "Truth in Testing" Alert

MARY L. TENOPYR

As can be noted from the president's message in this issue, there has been at least a temporary setback for national legislation relative to test disclosure. However, similar proposed legislation, largely sponsored by Ralph Nader and his Public Interest Research Groups and supported by the equal employment opportunity agencies and organizations is being considered by a number of states. It is clear that if test disclosure were mandated by only a few key states there would be no need for national legislation in the area.

The proposed legislation generally pertains only to educational admissions tests. However, it is important to note that at the national level, one of the bills would require the disclosure of occupational admissions tests used by employing organizations.

It is important that Division 14 members monitor closely legislation in their states. **William C. Howell** and his committee are planning coordinative action in this area. You might want to get in touch with him: **William Howell, Psychology Department, Rice University, Houston, TX 77001, (713) 527-4850.**

Listed below are legislative developments, known at the time of this writing, in the states. We are indebted to **Mildred E. Katzell** for this summary.

California—Passed, Dunlap Bill, amendments to existing law being prepared.

Colorado—Defeated (SB-320).

Florida—Withdrawn (HB-1169) Bill may be introduced in next session.

Louisiana—Bill being drafted, not introduced.

Maryland—Bill reported unfavorably by committee last winter, may be reintroduced.

Massachusetts—Bill drafted, not introduced.

Michigan—Bill drafted, sponsors being sought.

Minnesota—Bill drafted, sponsors being sought.

Missouri—Bill being drafted.

Ohio—(HB-636) Bill introduced last summer, no hearings held or scheduled.

Pennsylvania—(SB-994) Bill introduced, no hearings scheduled.

New Jersey—(SB-3461) Bill introduced, will probably die this session but be reintroduced next year.

New York—Passed—LaValle Bill.

Texas—Withdrawn (Waters, HB-59).

Wyoming—Withdrawn.

### ANNOUNCEMENT

Having trouble receiving *TIP*? If so, write the APA Circulation Office, 1200 Seventeenth St., N.W., Washington, D.C., 20036. *TIP* uses mailing labels purchased from APA; **all address changes are handled through the Circulation Office.**

## IN-BASKET CORRESPONDENCE #1

(EDITOR'S NOTE: Though we now have "uniform" guidelines, not everyone wants to be on the same team. At the urging of some, *TIP* is publishing the following set of letters. The stimulus for the correspondence was Paul Sparks' letter of August 25, 1979 in which he presented Division 14's request that the APA Committee on Psychological Tests and Assessment "withdraw its basic endorsement of the Uniform Guidelines on Employee Selection Procedures (1978)." Hopefully, a perusal of the letters will acquaint Division 14 members with the issues of concern, the positions taken by Division 14's Executive Committee and various agencies (some of whom are represented by Division 14 members), and perhaps most importantly, provide information on which to form opinions. Such information may be useful for your deliberations regarding the revision of the Division 14 *Principles* on which all members have been asked to comment.)

### Letter #1

September 17, 1979

Mr. David Rose, Chief  
Employment Section  
Civil Rights Division  
Room 1138  
Department of Justice  
550 11th Street, N.W.  
Washington, D.C. 20530

Dear Mr. Rose:

As you know, during the development of the Uniform Guidelines on Employee Selection Procedures, the American Psychological Association's Committee on Psychological Tests and Assessment was active in reviewing and commenting on successive drafts of the Guidelines. For your reference, I enclose a copy of the Committee's statement on the December 1977 draft of the Guidelines, which was sent to the Equal Employment Opportunity Commission in March 1978.

As you may also know, the Executive Committee of APA's Division of Industrial and Organizational Psychology (Division 14) recently voted to request that the Committee on Psychological Tests and Assessments withdraw its endorsement of the Guidelines. Division 14's primary concerns are that substantial changes and additions to the Guidelines were made following the Committee's March 1978 statement, and that neither the Committee nor Division 14 was given an opportunity to respond to these modifications. Also, neither group was given the opportunity to comment on the March 1979 Questions and Answers on the Guidelines, which Division 14 feels reflect substantial changes in the enforcement agencies' interpretation of the Guidelines. I enclose a copy of an article from the Division 14 newsletter which further elucidates the reasons behind this action of Division 14.

The Committee on Psychological Tests and Assessment will be meeting on October 5-6, 1979, and at the time will be considering Division 14's recommendation that the Committee's endorsement of the Guidelines be withdrawn. It would be most helpful to the Committee if you, or a member of your staff, could provide a written response to the concerns raised by Division 14, and if you could indicate any possible changes in the Guidelines you anticipate making which may be responsive to these concerns.

Please forward this statement to me at the above address, and please feel free to contact me if I can provide further clarification of this matter.

Sincerely,

Lisa M. Soule  
Staff Liaison, Committee on  
Psychological Tests and Assessment

### Letter #2

October 4, 1979

Ms. Lisa M. Soule  
Staff Liaison, Committee on  
Psychological Tests and Assessment  
American Psychological Association  
1200 Seventeenth Street, N.W.  
Washington, D.C. 20036

Dear Ms. Soule:

This letter is in response to your letters of September 17, 1979 concerning the request by the Executive Committee of APA's Division of Industrial and Organizational Psychology (Division 14) that your committee withdraw its endorsement of the *Uniform Guidelines on Employee Selection Procedures*. We have been aware of the concerns of the Executive Committee of Division 14, and appreciate the opportunity to respond to their proposal.

The APA's Committee on Psychological Tests and Assessment was, as you pointed out, active in reviewing and commenting on drafts of the *Guidelines*. We are appreciative of your help in this regard, because the *Guidelines* were intended to be consistent with accepted professional standards, and the staff committee which drafted the *Guidelines* worked very hard toward this end. We consulted with your committee on the technical issues which were of concern, and we worked with individual members of your committee on such matters as construct validity in order to achieve mutually acceptable language.

We believe that we have been successful in developing guidelines which are consistent with accepted professional standards. It is significant that no court decision since their issuance has declared them to be contrary to professional standards. In fact, Judge James T. Foley ruled in *United States v. New York State Police* on September 6, 1979 that the *Uniform Guidelines* "do not represent a radical departure from previous thinking in the psychological profession as some would contend."

The *Uniform Guidelines*, however, are not simply expressions of psychological standards. They also contain interpretations of law and statements of the administrative policy of the enforcement agencies. To the extent that they rest upon equal employment opportunity legislation and judicial interpretation of such legislation, it would be improper to afford the opinions of APA or its Division 14 on those sections any greater weight than the opinions of any other non-legal body. To the extent that the *Guidelines* contain statements of our policy with regard to the use of tests and other selection procedures by covered employers, we welcome your views; however, we cannot allow any outside organization to determine how we, in our administrative discretion, will use the resources provided us to combat discrimination in employment. We therefore inserted Question 40 in the *Questions and Answers on the Uniform Guidelines on Employment Selection Procedures* to deal with these issues.

With respect to the specific issues raised by the Executive Committee, we note that they were concerned that your committee's review of the draft *Guidelines* "did not

cover the legal burdens of proof" found in Sections 3B and 5G, concerning the search for alternatives and alternative uses.

The Committee's determination to confine its comments to the issues of professional expertise was, we believe, appropriate. The professional basis for a search for alternatives is supported on Page 8 of your comments: "We would concur...that it is appropriate in the determination of a selection strategy to consider carefully a variety of possible procedures and to think carefully about the question of adverse impact with respect of these procedures." We also note that such a requirement is contained in the *Standards for Educational and Psychological Tests*, on p. 61:

"H1.2. The test user should consider the possibility that different hypotheses [for the choice of tests] may be appropriate for people from different populations. Essential.

"H2. A test user should consider more than one variable for assessment and the assessment of any given variable by more than one method. Essential."

We have been fully aware of your concern that a rigid enforcement of these requirements might have deleterious effects. We stated both in the *Guidelines* and in the *Questions and Answers* that only a reasonable investigation of alternatives and alternative uses is called for. See Questions 48 and 49 of the *Questions and Answers on the Uniform Guidelines on Employee Selection Procedures*. There is no requirement for a "cosmic" search for alternatives, either in the law as we interpret it or as a policy of the responsible Federal agencies.

The decision in *Allen v. City of Mobile*, 18 FEP Cases 217 (S.D. Ala. 1978), does not represent a violation of the testing committee's caveat regarding the application of sections 3B and 5G "without moderation," as Dr. Sharf's article in the Division 14 newsletter suggests it does. First of all, no Federal enforcement agency was a party to the *Allen* case, so it is not an example of an application of the *Uniform Guidelines* by agency personnel.

Secondly, the court's decision was based upon a number of factors, including the defendants' failure to have promoted any Black sergeants, despite proceedings in 1971 on the issue of discrimination; the "severe" adverse impact of the test at issue, in the face of a prior district court order to upgrade the written examination to remove discrimination against blacks; the failure of the defendants to submit reports on the job-relatedness of their testing procedures, as previously ordered by the court; the failure in any way to attempt to validate or otherwise justify the cutoff score, the method of weighting the parts of the total selection process, or the use of the procedure for ranking; as well as the absence of any indication that the defendants had sought or considered any alternative procedure or any alternative method of use which might have reduced the adverse impact against blacks. Thus, the court held that the defendant had "not met the heavy burden incumbent upon them," under legal principles enunciated by the Supreme Court, to justify the use of their procedure.

Thirdly, the *Allen* decision has not been appealed; therefore, other judges in future cases are not bound by that judgment. There is no trend toward what your Committee referred to as "a rigid enforcement" of Sections 3B and 5G of the *Uniform Guidelines*.

With regard to the review process for the *Guidelines*, we did not, it is true, provide Division 14 with a second full review period for changes that were made in the *Guidelines*. More than 200 organizations and individuals other than the APA or Division 14 commented on the *Guidelines*, and to have provided all of them a second review and comment period might have resulted in undue delay. We did, however, meet with the Committee on Psychological Tests and Assessment to discuss your concerns about technical issues, and we noted that members of the Division 14 Executive Committee were present at that meeting. As members of the Committee on Tests and Assessment recall, several suggestions of the Committee were accepted. We also

noted the changes that were made and the reasons for those changes in the introduction to the *Guidelines* when they were adopted August 25, 1978.

We cannot accept the Executive Committee's statement that substantive changes were made in the documentation section of the *Guidelines*. Such changes were proposed. However, the Executive Committee of Division 14 and other organizations reacted vigorously to that proposal. After their objections, we met at length with IPMA and representatives of state and local governments and private industry in July of 1978. Those organizations were represented by the former president and the present president of Division 14, among others. These proposed changes were then withdrawn, and the current documentation section of the *Uniform Guidelines* was adopted, similar to the draft published for comment on December 30, 1977, with revisions intended only to conform to the changes in the technical standards section of the *Guidelines* and to the reduced recordkeeping requirements for small users.

The Questions and Answers on the *Uniform Guidelines* on Employee Selection Procedures were also not published for comment by Division 14 or any other organization or individual. We do not regard them as regulations or as inconsistent in any way with the *Guidelines*. The Introduction to the Questions and Answers states that: "The material included is intended to interpret and clarify, but not to modify, the provisions of the Uniform Guidelines." Since the issuance of the Questions and Answers was not rule-making, and because of the time constraints involved, the agencies did not consider it appropriate to publish them for comment. Nevertheless, comments on draft questions and answers and suggestions for questions to be answered including comments and questions submitted by the past president of Division 14, were received and considered. We continue to welcome substantive comments on any of the Questions and Answers as well as suggestions for new Questions.

In summary, it appears that the Division 14 Executive Committee's recommendation rests upon opinions of what the legal standards in the area of equal employment opportunity should be and upon fears of possible abuses of administrative discretion, rather than upon disapproval of the technical standards of the *Uniform Guidelines*. We believe those fears are unfounded. In any event, we believe it was and is appropriate for the APA or any part thereof to limit its comments and appraisal to those technical standards. We have taken care to identify the endorsement by your Committee as applying to those standards.

We or members of our staffs would be pleased to discuss this matter with your Committee further.

Sincerely,

Preston David  
Executive Director  
Equal Employment  
Opportunity  
Commission

David L. Rose, Chief  
Federal Enforcement  
Section  
Civil Rights Division  
U.S. Department of Justice

signed by John M. Heneghan  
for Weldon Rougeau, Director  
Office of Federal Contract  
Compliance Programs  
U.S. Department of Labor



Letter #3

October 10, 1979

Mary L. Tenopyr, Ph.D.  
AT&T  
Human Resources  
Room 6126G2  
295 N. Maple Avenue  
Basking Ridge, New Jersey 07920

Dear Dr. Tenopyr:

I am writing to you on behalf of the APA Committee on Psychological Tests and Assessment and in response to Paul Sparks' letter of August 25, 1979 in which he transmits the Division 14 request that this APA Committee "withdraw its basic endorsement of the Uniform Guidelines on Employee Selection Procedures (1978)." In preparation for its deliberation on this issue, the Committee requested comments (see attached letter) from the Equal Employment Opportunity Commission; the Federal Enforcement Section, Civil Rights Division, U.S. Department of Justice; and the Office of Federal Contract Compliance Programs, U.S. Labor Department. A copy of a joint letter from these three agencies is attached. We believe that this letter contains material that will be of great interest to members of your division. You may wish to inform your membership of the contents of this letter.

Our committee welcomed your inquiry and has considered your request carefully. The following points seemed relevant in this regard. The APA Committee on Psychological Tests and Assessment has not given a basic endorsement of the *Uniform Guidelines* and therefore no withdrawal is possible. The Committee has commented on the consistency of a draft of the *Guidelines* with the *Standards*. In our comment we noted certain difficulties (see attached comments). Some of these were addressed in the final revision of the *Guidelines*; others were not. At the request of the three agencies mentioned above, we have made a partial revision of the *Guidelines* with respect to the *Standards* and have transmitted this commentary to the three agencies. A copy of this communication is enclosed.

Yours sincerely,

Laura M. Hines, Chair  
APA Committee on Psychological  
Tests and Assessment

Members of the Committee:  
Donald Bersoff, T. Anne Cleary,  
Melvin Novick and Paul Sparks

Letter #4

October 22, 1979

Mr. Preston David Executive Director Equal Employment Opportunity Commission Room 5240 2401 E Street, N.W. Washington, D.C. 20506	Mr. David Rose Chief, Federal Enforcement Section Civil Rights Division U.S. Department of Justice Room 1138 550 11th Street, N.W. Washington, D.C. 20530	Mr. Weldon Rougeau Director, Office of Federal Contract Compliance U.S. Department of Labor 290 Constitution Avenue, N.W. Washington, D.C. 20210
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Gentlemen:

We very much appreciated receiving your letter of October 4, 1979 in response to the Committee's letter of September 17, 1979 and the August 25, 1979 letter from Division 14. Enclosed you will find our response to Division 14. Please note that in the letter we stated that:

"The APA Committee on Psychological Tests and Assessment has not given a basic endorsement of the *Uniform Guidelines*, and therefore, no withdrawal is possible."

On February 17, 1978, this Committee commented only on the consistency of the *Guidelines* with the tests *Standards*. It found a high degree of consistency in general, but noted several places where inconsistencies were apparent. An attempt to resolve some of these inconsistencies was obviously made in the final published *Guidelines*.

In response to your request during our May 15, 1979 meeting, we now review parts of the final published *Guidelines* and *Questions and Answers* with respect to consistency with the test *Standards*. In doing this, we shall restrict our present review to points covered in our review of February 17, 1978. We would emphasize that we did not in 1978, nor do we now, attempt a comprehensive review of the *Guidelines*. We did and do now address only a limited number of points that we feel are of paramount importance.

We noted that in the published *Guidelines*, our statement of February 17, 1978 was quoted in part as follows:

"these guidelines represent a major step forward and with careful interpretation can provide a sound basis for concerned professional work."

This is certainly an accurate quotation, however, we believe that this is an incomplete representation of our position. We therefore wish to reiterate the following paragraph from our February 17, 1978 statement, which places the quotation in context:

"In saying this we are not unaware that many of the statements made in these *Guidelines* are subject to varying interpretations, and it is possible that certain crucial sentences could be interpreted in ways which might not be consistent with what we believe to be sound professional practice."

In keeping with the approach that was taken in our February 17, 1978 statement, and which was deemed appropriate in your letter of October 4, 1979, we now address our attention again to the consistency of selected portions of the *Guidelines* with the test *Standards*.

The APA Committee on Psychological Tests and Assessment has continually stressed in its meetings with agency staff that the real impact of any agency regulation can be assessed only after instructions to agency staff have been issued and applied, and when the courts have ruled on controversial positions. You cite *Allen v. City of Mobile* and note that "...no Federal enforcement agency was a party to the Allen case, so it is not an example of an application of the *Uniform Guidelines* by agency personnel." Regardless of the merits of the decision itself, the judge did use Section 3B of the *Uniform Guidelines* as the basis for his decision, a fact which could not have occurred without the existence of the Section. Also, during the past week, the Office of Federal Contract Compliance Programs issued to all OFCCP staff a *Federal Contract Compliance Manual*. The Manual rightly cites (2-230.1) that "The *Uniform Guidelines on Employee Selection Procedures* that apply to covered Federal contractors and subcontractors are in 41 CFR Part 60-3." As yet there has been no opportunity to study the Manual in detail, but a cursory inspection reveals numerous instances of instructions to investigate the contractor's search for alternatives with less adverse impact. These instructions contain none of the amplifications presented in your letter. As a result, we would anticipate a more rigid demand for a search for alternatives than we would deem consistent with acceptable professional practice. Another instance of the expansion of the requirements of the *Uniform Guidelines* is Section 4, *Information on Impact* as interpreted by Q & A 17 to say that "The selection rates for males and females are compared, and the selection rates for race and ethnic groups are compared with the selection rates of the race or ethnic group with the highest selection rate." The Manual (2-230.262) permits analysis by sub-groups, e.g., white males v. black males, etc.

With respect to the comments in your letter concerning the issue of alternatives with less adverse impact, we certainly judge some of these to be helpful. However, we do not judge the content of the last paragraph on page 2 of your letter to be adequate. To state in summary that only a "reasonable investigation of alternatives and alternative uses is called for" is insufficient when the basis for the judgment of reasonableness is not given with more precision. Also, your concession that "there is no requirement for a 'cosmic' search for alternatives" is no concession at all. The thought of searching the cosmos had not heretofore entered the discussion.

The following are a few additional sections on which we believe comment is now appropriate.

1) We reaffirm our comments on the Technical Standards, Section B—Criterion Related Validity, Items (2), (6), and (8). In our February 17, 1978 statement, we had commented on Item (2) that "we would presume that it is generally recognized that a total absence of bias can never be assured. The only requirement is that there has been a competent professional handling of this problem." Concerning Item (6), we noted that "it is generally recognized that the size of a correlation coefficient necessary to have any practical utility in selection depends heavily on the selection ratio... in... this paragraph it is noted that sole reliance on a single selection instrument related to only one job duty will be subject to close review. This point is well-taken, but it needs to be observed that in some circumstances there may exist just one or two critical job duties, and that in such cases sole reliance on such a single selection instrument relevant to these critical duties would be entirely appropriate." Finally, we commented on Item (8) that "the subject of fairness in selection continues to be a developing one... we would presume that in any case consideration of what constitutes fairness will always defer to the present state of the art of technical development and professional standards."

2) With respect to the section in the *Guidelines* on technical standards for construct validity studies, we offer the following comment. We concur that the construct validation of a selection procedure is a more complex operation than a criterion-related or content validation, and that professional consensus on this issue is incomplete. We note with favor both the changes made in the *Guidelines* and the helpful items in the *Questions and Answers*. Nevertheless, we feel it important to reemphasize the need to review this guideline periodically in light of emerging technical advances. In a developing area such as this, a statement that is laudable in 1978 is unlikely to be satisfactory three or four years later.

We thank you again for your prompt response, and we appreciate having the opportunity to comment on the *Guidelines* once again.

Sincerely,

Laura M. Hines  
Chair, APA Committee on  
Psychological Tests and  
Assessment

Members of the Committee:  
Donald Bersoff, T. Anne Cleary,  
Samuel Messick, Melvin Novick,  
and Paul Sparks

## Letter #5

November 13, 1979

Laura M. Hines, Ph.D.  
Chair, APA Committee on Psychological  
Tests and Assessments  
American Psychological Association  
1200 Seventeenth Street, N.W.  
Washington, D.C. 20036

Dear Dr. Hines:

Thank you for your letter clarifying the position of the APA Committee on Psychological Tests and Assessment on the Uniform Guidelines on Employee Selection Procedures. The fact that the committee did not offer a basic endorsement of these guidelines has not been clear before.

I hope that our respective organizations will continue to interact and work together in fostering the professionally sound use of tests and other assessment procedures. We must also interact in informing government agencies, legislators, and other interested parties about the value of professionally developed assessment procedures, the proper interpretation of professional standards, and the need for legislation and regulation which is based upon sound scientific and professional bases.

Sincerely yours,

Mary L. Tenopyr

## AD HOC LEGAL ISSUES COMMITTEE

C. J. BARTLETT

The primary activities this fall were centered around the so-called "Truth in Testing" bills before the United States Congress. Several things were accomplished, but the issues are still before us:

(1) Two Division 14 members testified before Congress with regard to these bills, **Ed Fleishman** on behalf of Division 14 and **Frank Erwin** on behalf of the American Society of Personnel Administration. **Mary Tenopyr** coordinated these efforts.

(2) The bills have been shelved, but this may only be a temporary reprieve.

(3) I have been coordinating with AAP in an effort to educate them about I/O Psychology's interest in these bills. There seems to be a feeling that the profession must come up with an alternate plan to this legislation and a National Commission on Educational and Occupational Testing has been proposed; but this appears to be just another form of Federal regulation.

Because there are some legitimate issues that motivated this proposed legislation, it is recommended that we try to reach a consensus as to what these issues are and incorporate them in one of our own guidelines (e.g., Principles for Validation and Use of Personnel Selection Procedures). If we wish to avoid outside regulation, internal monitoring may be desirable. Any suggestions regarding this would be appreciated; contact **Jack Bartlett**, Psychology Department, University of Maryland, College Park, Maryland 20742.

At the risk of never again being invited to be editor of anything, and in the absence of even ounces of contributions to sift, and being the rather task-oriented person that I am, I have chosen to share some thoughts stimulated by the "Servants of Power" indictment by **Richard Shore** on page 2 of the *APA Monitor*, November, 1979.

Speaking as one, I accept as a matter of personal choice that I am on the payroll of a corporation pursuing the generation of capital. Toward that end, we (corporations) rent money from banks and investors; buy products and services from suppliers; provide a livelihood for thousands of people (including reimbursement for health care, life insurance, and income continuity following cessation of employment); and extensively support compensation for the unemployed. Along the way, we support educational-charitable-public service-professional institutions and the "free" press with money and services. In return for these privileges, after paying all expenses we give—with no strings attached—half of what remains to local, state, and federal governments.

We can't deficit spend at will; can't mandate income; can't conscript employees in or prevent their leaving; can't cast a ballot on election day; can be sued; can be boycotted and ignored; must be fiscally and socially responsible and responsive to survive.

We are a mixed blessing. We have developed products that have needed miners-of-coal while harnessing the atom; created jobs for the semi-skilled and laboratories for the inventors; placed jobs in some communities and taken them from others; marketed some products that consume and some that conserve energy; contributed to and been a victim of stress.

Increasingly, hard data is emerging—painfully slow—that as the "quality of work life" improves in the eyes of employees, organizational profitability and productivity also improve (and vice versa). That as stress is better managed, organizational profitability and productivity improve (and vice versa). That as employees feel increasingly responsible for their own and organizational performance and as the organization becomes increasingly responsive to employee needs, profitability and productivity improve (and vice versa). What a fortuitous opportunity for integrating, rather than choosing between, "concern for production" and "concern for people." That's what this servant of power is working to facilitate. Never perfectly. With the callous and the concerned. Conceptualizing, capitalizing, and compromising. Stressfully. Learning and teaching and learning.

I'm idealistic enough to strive for stress reduction while perhaps naively considering and managing it as a cost of doing business in an organization of  $n$  persons,  $n$  greater than one.

I feel better already!

(Comments can be sent to **Jim Thurber** at Westinghouse, Gateway Center, Pittsburgh, Pa. 15222.)

## DEVELOPMENTS IN INDUSTRIAL RELATIONS ELSEWHERE

TOVE HELLAND HAMMER

Some recent developments in labor economics and collective bargaining research could be useful to psychologists interested in unions. Studies completed and in process by Harvard University economist **Richard Freeman** and his associates on the non-wage effects of unions show that unions have a considerable impact on our classic criterion variables of productivity and turnover. Freeman argues that unions provide workers with a "collective voice" through the formal grievance procedure which allows them to funnel dissatisfaction into constructive changes in the employer-worker relationship and also away from turnover. While the research which details the paths of these effects of the union is done on aggregate data from large national panel surveys in the normal labor economics tradition, the results and the theoretical developments coming out of these studies offer a number of interesting insights for turnover, absenteeism, performance and industrial relations climate research on the industrial level. The studies are available in working paper form, and a number will be published by Basic Books under the title *What Do Unions Do?*

**Thomas Kochan** of Cornell University is completing two projects of interest. The first is the development of a theoretical framework for assessing the effects of collective bargaining on a large number of individual level variables, such as performance, motivation and attitudes as well as on organizational level factors like personnel policies, labor relations practices, managerial behavior and technological changes. Kochan uses the panel data available from the 1977 Quality of Employment Survey to estimate these effects of unionization, and specifies the direct and indirect linkages between the primary effects of collective bargaining (wages and fringe benefits) and individual level variables. By drawing on research in labor economics and collective bargaining the study provides a needed larger framework within which psychologists can focus on issues of particular interest to them and avoid a reliance on only psychological theory.

Kochan is also engaged in a project to revitalize and redirect industrial relations research in the 1980s for the Department of Labor. While the recommendations for future studies are directed at the industrial relations researchers, some are very well suited for the I/O community. There is a growing interest in the collective bargaining field in the way industrial relations functions at the levels of the firm, the local union, the bargaining relationship and the individual employers and workers, and the paucity of data on the micro level is an open invitation.

Information about both projects is available in working paper form.

We will continue to publicize efforts such as those described above periodically. If you or your colleagues are involved in research/consulting efforts with unions, send a brief description to **Neal Schmitt**, Department of Psychology, Snyder Hall, Michigan State University, East Lansing, MI 48824 or **Tove Hammer**, New York State School of Industrial and Labor Relations, Ives Hall, Cornell University, Ithaca, NY 14853.



## New Division 14 Members, Associates and Affiliates—1980

The following were accepted into Division 14 at the business meeting in New York. *TIP* welcomes you and looks forward to hearing from and about you.

### MEMBERS

Jerome Adams	Ronald H. Gross	Donald W. Ormiston
John C. Anderson	Paul Harwood	Richard H. Peairs
Marie B. Antonelli	William H. Helme	Kenneth Robert Pederson
James P. M. Atsaiades	Thomas E. Hill	Sheldon Pinsky
Glenn T. Ball	Joseph M. Hillery	Samuel Rabinowitz
Margaret S. Barbee	Thomas W. Hinkle	Stuart Ralsky
Robert W. Bauer	Shelby A. Hockert	James A. Rodeghero Jr.
Gerald Biberman	R. Gene Hoffman	Denise M. Rousseau
James A. Breaugh	John H. Hollenback	Patricia A. Sanders
David A. Brookmire	Helen B. Jones	Robert C. Sapinkopf
Roy Burwen	Edward B. Kahn	Georges Sarrazin
William P. Burke	Sandra L. Kirmeyer	William A. Schiemann
Donald Campbell	Allen Richard Klein	Harold V. Schmitz
Joseph L. C. Cheng	Daniel E. Kolar	William E. Schneider
Ronald Crain	Jack N. Kondrasuk	Carol T. Schreiber
Constance A. Dallis	Branislav Konstantinovich	Arnaldo J. Schwerert
Esther E. Diamond	Raymond W. Kulhavy	Jay L. Sherman
Glenn L. DeBiasi	John G. Kurutz	Michael J. Stahl
Robert L. Dipboye	James R. Larson Jr.	Stanley D. Stephenson
Jan L. Ditzian	Stephen A. Laser	Stephen A. Stumpf
Robert C. Droege	Kenneth R. Laughery	David J. Switkin
Carol Dubnicki	C. W. Lee	Neal E. Thornberry
Charles Durham	Bjorn D. Leiren	Dean Tjosvold
H. Rad Eanes III	Mary A. Lewis	Barbara Ley Toffler
Kurt R. Elster	Geula Lowneberg	Marvin H. Trattner
Daniel C. Feldman	Karen S. Lyness	Jerome T. Trexler
Phillip Ferrara	Charles N. MacLane	T. Gary Waller
David Finley	Joanne Martin	B. Ellen Walton
Kenneth L. Fisher	Alfred P. Mascitti	Ansfried B. Weinert
J. A. Fitz-Enz	S. Morton McPhail	Gloria E. Wheeler
Lawrence W. Foster	Phyllis Mellon	Paul T. Witt
David Frances	Anthony J. Mento	Warner Woodworth
Sara M. Freddman	Gene Milbourn Jr.	Phyllis S. Zilka
Hodges L. Golson	David Miron	Eleanor L. Zuckerman
Leonard D. Goodstein	Brian S. Morgan	Walter H. Zultowski
Gregory C. Gridley	David C. Myers	Phillip M. Zunder
Charles L. Griffith	Joseph C. Nowlin	

### ASSOCIATES

Lorrayne K. Alstadt	Martha Lou Guest	Daniel P. Opalka
Michael E. Benedict	Amelia M. Hakim	Cassandra K. Scherer
Danny L. Bean	Jack M. Hansen	Merrie C. Shager
Richard Cohen	Gene A. Herbster	Kathleen V. Shea
Roger Delano Clark	Stephen J. Inman	Charles F. Sproule
Ronald G. Croft	Carol A. Johnson	Kathryn Welds
Gerald R. Ferris	Thomas W. Lee	Josephine Wubbenhorst
Roger W. T. Gill	Harold A. Manger	Deborah Barell Zetzer
	Michael A. McDaniel	

### AFFILIATES

Marion D. Crawford	John C. Haymaker	Marilee S. Niehoff
Peter J. Dowling		

### SPECIAL ANNOUNCEMENT

If you are planning to write a book, have just written a book, wrote a book several years ago and the sales are down, or you simply read books, request that the publishing company advertise in *TIP*. It is expensive to produce *TIP*; we can use all the revenue *you* can generate. Have the publisher contact **Larry Fogli** at the *TIP* offices or pass along the advertising rate information which appears at the end of this issue.

### SIX PROJECT STAGES

- |                    |                                      |
|--------------------|--------------------------------------|
| 1) Wild Enthusiasm | 4) Search for the Guilty             |
| 2) Disillusionment | 5) Punishment of the Innocent        |
| 3) Total Confusion | 6) Promotion of the Non-participants |

## Graduate Course Requirements for Doctoral Programs in I/O Psychology and OB

JOHN M. LARSEN, JR.

The booklet, *Survey of Graduate Programs in Industrial/Organizational Psychology and Organizational Behavior*, published in 1978 by Division 14 served as the source of data for this report. Descriptions of I/O psychology and OB programs supplying updated information for the 1978 Survey were utilized. The 33 course areas were tabulated as required or elective separately for I/O and OB programs. Although results shown in Table I are for doctoral programs, very similar differences were apparent in master's level programs.

For a quick analysis of the various frequencies and percentages, all required course areas were ranked through the top ten (including all ties). Then a "similar-dissimilar" table was made of those tallied ranks across the 33 course areas.

With regard to required courses for master's degrees, two course areas, statistical analysis and organizational analysis and change, were common to I/O and OB top ten ranks. The eight others for each were:

OB	I/O
✓ Computer Application and Programming	Research Methods and Design
✓ Communications and Human Relations	Personnel Assessment, Selection and Placement
✓ Economics	Tests and Measurement
✓ Accounting	Performance Evaluation and Criterion Development
✓ Marketing Management	Personnel Training and Development
✓ Production Management	Motivation and Morale/Attitude
✓ Financial Analysis	Small Group Processes and Structure
✓ Business Planning	Master's Thesis

It appears that, if one were to ignore the elective course areas, the expectation would be that I/O and OB graduate masters are very different in terms of the content of their education. In part, but only in part, these differences are reduced by inclusion of "overlapping" course areas in the elective domains with many OB programs indicating acceptance of courses in personnel assessment, selection and placement, tests and measurement, performance evaluation and criterion development, personnel training and development, labor economics, consumer behavior, and employee counseling as electives. I/O programs have a high rate of acceptance as course area electives of computer application and programming, communication and human relations, personality, man-machine systems, marketing management, consumer behavior, leadership and supervision, and labor economics. Thus, the elective course areas provide opportunities for somewhat similar education experiences for I/O and OB master's students. The degree of that similarity is, of course, impossible to assess through use of the program data.

At the doctoral level common I/O and OB high ranking (top ten as described earlier) is found for the required course areas of research methods

Table I  
Frequencies and Percentages of Required and Elective  
Course Areas for Doctoral Programs in  
Industrial and Organizational Psychology and Organizational Behavior

Course Area	Organizational Behavior Doctoral Degree (N=15)		Industrial/Organizational Psychology Doctoral Degree (N=26)	
	Required Freq.	Elective %	Required Freq.	Elective %
1. Res. Methods & Design	15	100*	1	7
2. Statistical Analysis	15	100	1	7
3. Computer Applications & Prog.	6	40	8	53
4. Personnel Assess., Sel. & Plcmt.	4	27	10	67
5. Tests & Measurement	3	20	10	67
6. Perf. Eval. & Criterion Devel.	2	13	10	67
7. Position & Task Analysis	2	13	10	67
8. Personnel Training & Devel.	3	20	8	53
9. Motivation & Morale/Attitudes	6	40	8	53
10. Leadership & Supervision	5	33	8	53
11. Communication & Human Rel.	3	20	8	53
12. Personality	2	13	9	60
13. Employee Counseling	0	0	10	67
14. Sm. Group Struc. & Processes	5	33	7	47
15. Organ. Analysis & Change	7	47	6	40
16. Man-machine Systems & Design	0	0	9	60
17. Operations Research	3	20	9	60
18. Labor Relations	2	13	13	87
19. Economics	7	47	5	33
20. Accounting	6	40	7	47
21. Marketing Management	6	40	7	47
22. Consumer Behavior	0	0	9	60
23. Production Management	4	27	9	60
24. Financial Analysis	6	40	6	40
25. Business Planning	4	27	8	53
26. Business Administration	3	20	7	47
27. Ethics, Prof. Prob. & Civil Rts.	0	0	11	73
28. Advanced General Psychology	1	7	7	47
29. Sociology	1	7	10	67
30. Political Science	0	0	9	60
31. Practicum/Internship	3	20	2	13
32. Master's Thesis	0	0	1	7
33. Doctoral Dissertation	12	80	2	13

\*Percentages by course area may exceed 100% due to both required and elective courses being in a given area.

and design, statistical analysis, motivation and morale/attitude, leadership and supervision, and dissertation.<sup>1</sup> The pattern of differences between I/O and OB doctoral programs is very similar to that of the master's programs. After the common course areas, the remaining top ranking course areas (including ties) were:

OB	I/O
Computer Application and Programming	Personnel Assessment, Selection, Placement
Small Group Process and Structure	Tests and Measurement
Organizational Analysis and Change	Performance Evaluation and Criterion Development
Economics	Ethics, Professional Problems and Civil Rights
Accounting	Practicum/Internship
Marketing Management	Master's Thesis
Financial Analysis	

Again, one could be fairly certain that rather wide required preparation differences exist for persons with doctorates in I/O and those with doctorates in OB.

Elective course areas ranked high by respondents for both I/O and OB programs were personality, man-machine systems, labor economics, and consumer behavior. OB programs indicated acceptance of electives in several course areas which were included in the I/O required list above, i.e., personnel assessment, selection and placement, tests and measurement, and performance evaluation and criterion development. Additional frequently selected elective course areas for OB programs were position and task analysis, employee counseling, operations research, production management, sociology, and political science. Highly ranked course area choices for I/O program electives were computer application and programming, training and development, leadership and supervision, communication and human relations, small group processes and structure, and business administration. It is probable, based upon the required and elective course areas, that doctoral students from I/O and those from OB have rather extensive differences in preparation, group compared to group. The differences in preparation for individuals cannot be ascertained from these data. However, the class or group differences would suggest that rather great differences would prevail especially with regard to the "technology of personnel" and the functional areas of business.

<sup>1</sup>Although one I/O and two OB program respondents did not indicate a dissertation was required and did not indicate a dissertation was optional, it is suggested that this be viewed as an error in the system of data gathering.

## Distribution of Division 14 Members by State, Type of Work and Type of Degree

JOSEPH M. MADDEN

Common questions of graduate students are: "Where do Division 14 members work in terms of geography? Do they work mostly in industry? and, Will I be associating with people with essentially the same preparation as my own?" After some years of giving rather vague and incomplete answers to these questions, which tended to leave students even more inquisitive, and left me feeling somewhat like a deserter, my ambiguity tolerance dropped to zero and I decided to practice what I preach to these students and generate some data.

Using the 1978 APA Directory, all Division 14 members were tabulated by the State in which they were located. The tabulation consisted of the school where the Ph.D. was earned, the State where the school was located, date of birth, academic area of the Ph.D., and the type of organization where the member was employed. Table 1 gives the 27 States and Canada where more than 10 Division 14 members were located, the number of members in the State, the number in academia, the number with degrees in I/O and not-I/O, the number produced in the State with an I/O degree and the number of members produced in the State with degrees in fields other than I/O. From Table 1, it can be seen that:

1. Ninety-six percent of Division 14 members work in 28 States, the other States have 10 or less. (There are no Div. 14 members in 6 States).
2. Of the 802 Division 14 members who received their Ph.D.s in I/O psychology, 84% were produced by 10 States—N.Y., CA, IL, PA, OH, TX, MN, IN and TN. Most of these States, (7 if you include TN), are in the midwest.
3. The proportion of Div. 14 members in academics is about 31%.
4. About half, 49% of Div. 14 members received their degrees in I/O psychology.
5. Four states produce a significantly larger number of Div. 14 members than are employed there: OH, MN, IN, IA.
6. Fourteen States employ a significantly larger number of Div. 14 members than are produced there: TX, NJ, MA, VA, D.C., CT, FL, Canada, WI, NC, GA, MO, CA & OR.

Table 2 shows some further tabulation of members in type of work categories. Only 1586 members are included because some job titles could not be classified. Titles such as, "Psychologist," "Psychological Services" and "Human Resources" were not included. The tabulation in Table 2 should be considered as crude because some members could be placed in two or more categories. For instance, is Director of Corporate Research appropriately placed in administration, research or industrial? The guiding rule was to select the most dominant aspect arbitrarily—in this case, "administration" was selected. The data in Table 2 show that most of us are in academic or industrial and research work settings, although quite a few are in consulting and private practice.



Table 1.

Data for the 28 States where more than ten Division 14 members were located.

State	Total	Nr. in Academia	Degree		Nr. Produced	
			I/O	Not I/O	I/O	Not I/O
CA	186	46	88	98	51	60
Can.	38	18	19	19	5	7
CO	29	10	10	19	15	18
CT	52	13	27	25	11	16
DC	56	9	26	30	6	14
FL	49	14	26	23	5	10
GA	34	11	14	20	8	12
IL	109	30	51	58	50	80
IN	31	14	19	12	117	31
IA	11	8	3	8	12	17
KS	12	5	6	6	5	5
LA	11	5	8	3	14	5
MD	29	10	17	12	14	16
MA	56	18	23	33	6	30
MI	102	32	54	48	66	44
MN	43	12	22	21	51	31
MO	33	15	10	23	2	14
NJ	75	14	42	33	3	12
NY	219	75	117	102	96	131
NC	34	16	16	18	8	14
OH	92	38	55	37	139	63
OR	14	6	2	12	2	2
PA	96	23	40	56	51	71
TN	19	11	9	10	26	9
TX	88	30	44	44	27	40
VA	56	13	26	30	1	5
WA	20	8	8	12	5	15
WI	36	9	16	20	6	16

Table 2.

Distribution of Division 14 members across type of work categories

Type	Number
Academic	561
Industrial and Research	578
Consulting	118
Private practice (I/O)	173
Clinical practice	37
Administration	29
Retired	44
Government and military	46

Table 3.

Academic area of psychology or another discipline in which the Ph.D. was obtained for the 219 members located in New York State.

Area	Number
Industrial-organizational	116
General	18
Social	17
Clinical	15
Educational	14
Counseling	7
Psychometrics	7
Experimental	6
Developmental	3
School	3
Business administration	2
Industrial relations	2
Administrative science	2
Physiological	1
Rehabilitation	1
Personnel	1
Communication	1
Personality	1
Engineering	1
Economics	1

Table 3 gives the academic area of psychology or another discipline in which the Ph.D. was obtained for the 219 members in New York State. The New York State members seem to be a fairly representative sample of the full membership. Not only is the diversity of backgrounds represented by the data in Table 3 impressive but there is also quite a bit of diversity of preparation among the I/O degree members. I leave it to the reader to further interpret and speculate on these data. The oldest member in the State is 77, the youngest, 28.

So now, I'm armed. The next time the questions in the first paragraph arise, I can produce data. I can give a lengthy discourse on objectivity and learning from empirical data. I can give an example of how a scientist proceeds to answer questions. I just wonder though. I have a sneaking suspicion that the questions will change and I'll be forced to answer questions that weren't asked. Oh well.

## GOVERNMENT RESEARCH ACTIVITIES

LAUREL WEBER OLIVER

At the Navy Personnel Research and Development Center (NPRDC) in San Diego, **Patricia** and **Kathleen Durning** are continuing research on women in the Navy by studying the effect of integrated (male/female) shipboard crews. The subjects are male and female Navy personnel, and the investigators are using a multimethod approach which includes participant observation and pretest-posttest survey administration. A variety of organizational indicators constitute the set of dependent variables—performance evaluations, rates and types of lost time, etc. The purpose of the research is not only to assess the outcomes of integrated shipboard crews but also to delineate any problems associated with the operation of such crews. The “lessons learned” during the evaluation process will indicate changes that need to be made in the integration procedure.

Another study being conducted at NPRDC focuses on five different family types: single parent families; dual career couples (two workers in the family) with and without children; and one-worker families with and without children. This exploratory study seeks to identify problems associated with various family situations and the kinds of coping mechanisms used by the Navy families. Data analysis is now underway.

A longitudinal Navy study has been tracking Navy women during the first four years of their enlistment. These young women are now at a career choice point—i.e., they must decide whether or not to reenlist. The Navy research will attempt to determine the reasons for the decision made and to relate variables such as work values, performance ratings, advancement rates, and the like to that career decision. Also included in the research design is a male comparison group.

**David Stonner** at the Office of Naval Research (ONR) informs me that the Navy funds high quality research in areas of interest to industrial/organizational psychologists. The funded projects primarily involve basic research. In the general area of organizational effectiveness research, for example, previous projects have addressed problems in organization development, leadership and management, work climate, and crisis management. The Navy manpower research and development contracts have tended to deal with issues in recruiting, attrition, and manpower supply and management. However, interested researchers need not limit themselves to the specific topics mentioned as examples here, as the Navy welcomes proposals for good basic research in a variety of areas. For information concerning such programs, contact **David Stonner** at the Office of Naval Research, 800 N. Quincy St., Arlington, VA 22217 (202-696-4503).

Don't forget that I need input from you I/O Government researchers! Write me at the Army Research Institute, 5001 Eisenhower Ave., Alexandria, VA 22333, or phone me at 202-274-8275 (AUTOVON 284-8275).

“SO IT IS IF IT SEEMS THAT WAY TO YOU”

## Testimony on and for the “Truth”

(EDITOR'S NOTE: In the November 1979 [volume 17, issue no. 1] *TIP*, **Jim Sharf** highlighted the essential points of two bills before the U.S. Congress regarding “truth-in-testing.” HR 3564 (Gibbons bill) and HR 4949 (Weiss bill) have considerable impact in that test developers and/or test users would be required to provide the applicant with a description of the content area to be tested, to file with the Commissioner of Education a copy of all test questions and correct answers after each administration, to provide to each test subject a copy of the test questions, their individual answer sheets with a copy of the correct answers, and the individual's raw score; there are several additional regulatory provisions. On October 10, 1979 **Ed Fleishman** presented testimony before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor of the U.S. House of Representatives. The testimony represented Division 14's response to the bills; it was the first Division 14 testimony before the U.S. Congress. In addition, **Frank Erwin** testified on behalf of the American Society of Personnel Administration. The following is **Ed Fleishman's** testimony.)

Mr. Chairman, my name is Edwin Fleishman. I appear here as a representative of the American Psychological Association's Division of Industrial and Organizational Psychology, of which I am past president. I am also past president of the American Psychological Association's Division of Evaluation and Measurement and of its Division of Engineering Psychology, and am the current President of the International Association of Applied Psychology. I have been a professor at both Yale University and the University of California, and from 1971 through 1976 was the Editor of the *Journal of Applied Psychology*, a primary outlet for the publication of research on test development and validation.

I appreciate the opportunity to address those aspects of the Weiss and Gibbons bills that deal with occupational testing. We support the desire to increase the protection of consumers of testing services; however, we have serious reservations about specific provisions of the two bills. My testimony focuses on the impact of the bills on *occupational* testing. I do so only to highlight those issues most directly applicable to tests used in the workplace. The adverse effects of certain key provisions of the bills upon *educational* testing have already been amply spelled out by some of my colleagues in earlier testimonies before this subcommittee. Some of these concerns have their counterparts in the use of occupational tests in organizational contexts. I shall elaborate upon them shortly.

Tests are used for a wide range of personnel decisions including those that involve assigning military recruits to different technical training schools, assessing the outcome of some training program, or deciding which job applicants to accept for the limited number of job openings. The use of occupational tests for selection purposes is one that most people are familiar with and one that is expressly envisioned by the language in the Gibbons bill, which refers to occupational admissions tests as “any test which is used as part or all of the basis for admitting or denying admission to an individual to any occupation in or affecting interstate commerce.” Accordingly, the selection context of occupational testing is my point of reference.

A selection problem is one in which many are called, but not all can be chosen; they occur in both industrial and educational settings. In most organizations, tests are used over again on a daily basis with administration to job applicants as they apply. Occupational tests are normally not administered on a regular schedule, as are scholastic aptitude tests. Whether they occur in industrial or educational con-

texts, selection problems require that decisions be based on relevant information. That is to say, if Mary is accepted or hired and Tom is not, it is because Mary has a higher probability of succeeding in the school or job than Tom. In the language of the profession, the procedure in question must be validated.

With the subcommittee's indulgence, I would like to present a highly telescoped scenario of what test validation involves so that we might have a common framework for the discussion to follow. There are several professionally acceptable ways of validating tests for their job relatedness. One way of demonstrating job relatedness and one that is commonly used for tests of abilities is by means of a criterion-related validation study. Briefly, the following steps are involved:

- 1) A job analysis is conducted to determine what sorts of worker characteristics are important for competent performance of the job in question.
- 2) Tests believed to measure the important skills and abilities identified in the job analysis phase are then developed and administered to a group of study subjects or job applicants.
- 3) Those who are subsequently placed on the job are followed up and measures of job performance are obtained.
- 4) At this point in the study, we have collected two pieces of data: scores on the test and measurements of job performance. The next step consists of conducting the necessary statistical analyses to determine if and the extent to which performance on the test is correlated with performance on the job.

The process I have described is rigorous, empirical, time-consuming and expensive. It is also pervasively regulated. For example, current federal testing guidelines embodied in the Uniform Guidelines of Employee Selection Procedures require that, whenever technically feasible, the process of validation be performed separately for different race and sex groups for the purpose of determining whether a test that is valid for one group is also and equally valid for other groups.

Test validation is a prominent activity among psychologists. The results of validation studies are written up in technical reports; the more significant ones are published in refereed journals, e.g., the *Journal of Applied Psychology*. In addition, validation studies are summarized and examined in comprehensive reviews undertaken from time to time to integrate the state of the art or to elaborate upon some theoretical point of view. The point I make is that the technical reports and professional journals that are the natural outlet for the outcome of validation studies are in the public domain. Consistent with the profession's tradition of sharing the outcome of scientific investigations, they describe in some detail the methods, procedures and analyses by which it is determined that particular tests are valid for the jobs to which they are geared. These documents are the most relevant and meaningful sources of information for ascertaining whether occupational tests measure the abilities and worker characteristics related to the job. I am asserting that those who would require disclosure of actual tests and test items for the purpose of determining, by visual inspection, whether they are valid are asking for the wrong kind of information!

Since we have been conducting validation studies for some time now and reporting the outcome of these efforts, what do these studies show? I think the following are most relevant to our deliberations:

- 1) The evidence is fairly strong that occupational tests tend to show validity for important work behaviors in different work settings. The degree or level of validity is sufficient to render these tests useful in the typical selection situation.
- 2) How do tests stack up against other selection devices, such as the interview, letters of recommendation and indices of academic achievement, such as grades or rank in class? There are fewer studies of this sort, but the evidence from them is fairly strong that tests have a better track record of validities. This finding should not be very surprising when one considers that tests are more standardized in administration and more objective in scoring than the typical subjective and un-

structured interview, the glittering generalizations which may characterize letters of recommendation, and the fluctuations in grading standards so common across different schools. I am suggesting that vis-a-vis these other devices, the typical occupational test of ability has built-in procedural advantages that contribute to its better overall record of validity in the workplace.

3) The evidence is fairly strong that the relationship between test performance and job performance is linear throughout the entire range of the test score distribution. This means that the higher the test performance, the higher the performance on the job. The person who scores 30 on a test has a higher probability of doing well on the job than the person who scores 25, who in turn has a higher probability of successful job performance than the person with a test score of 20, and so on and so forth. This means that if for some administrative reason, it is decided to set the qualifying or passing score at 25, the examinee who scores 30 is better qualified than the examinee who scores 25. Among those who are considered "qualified" by virtue of meeting the passing score, some are better qualified than others. Hence, hiring the best qualified job candidate that the labor market will allow is a professionally sound business practice.

4) The evidence is fairly strong that a test which is valid for one group will also be valid and to the same extent for another group. Use of the same test and the same test standard is appropriate for all race and sex groups. Put another way, if for some reason an organization decided to hire only blacks, it would still be appropriate to use validated tests to select the best qualified from among black applicants.

I conclude this part of my testimony by stressing the fact that occupational testing is pervasively regulated. First, there are the professional standards governing test development, validation and use, such as those embodied in the American Psychological Association's *Standards for Educational and Psychological Tests* and the *Principles for the Validation and Use of Personnel Selection Procedures* developed by APA's Division of Industrial and Organizational Psychology. Secondly, there are the *Uniform Guidelines on Employee Selection Procedures* adopted by federal governmental equal employment opportunity enforcement agencies and given substantial weight by courts in cases where testing is the subject of litigation. Thirdly, there are the federal courts with jurisdiction over all aspects of employment discrimination including occupational testing. Lastly, where occupational tests are used in the movement of bargained-for employees, the grievance and arbitration machinery contained in most union-management contracts provides another effective safeguard. Those who would argue that occupational testing is not regulated seriously underestimate the force of the foregoing sources of regulation. Occupational licensing will probably soon be subject to the same type of regulation. In fact, occupational testing is so pervasively regulated today that psychologists have become, in the words of one lawyer, "familiar forensic fixtures" in employment discrimination lawsuits.

Another effect of regulation, besides insuring test validity and proper use, is to require specific tests for individual jobs. Thus, those employers who test give many different tests for different jobs and it is a rare employer who gives one general test like the Scholastic Aptitude Test. This fact becomes important in assessing the consequences of the proposed legislation.

At this juncture, while recognizing the desire to enhance the quality of educational and occupational testing services in the direction that safeguards the interests of the many consumers of those services, I am compelled to point out the adverse consequences that flow from the application of certain provisions to occupational testing. Two of these are particularly troublesome.

Literally applied to testing in the workplace, Section 6(c) of the Gibbons bill reduces the likelihood of hiring the best qualified. The law would require qualification levels to be set at the minimal level of competency. Selection above that level would have to be random. The idea of being satisfied with minimal competency in an



age when national productivity is on the decline, competition for American products and services is increasing and industrial jobs are becoming technologically more complex is a source of puzzlement to us. Furthermore, the imposition of minimal standards is contrary to the finding I had cited earlier that the relationship between test performance and job performance is *linear*. Quite simply, there is no professional justification for being satisfied with less than the best.

We see the provision in both bills which call for the full disclosure of test items as having the following adverse, albeit unintended, consequences:

1) Test disclosure of the magnitude contemplated in both bills will depress the validity of occupational tests. Validity, you will recall, has to do with the concept of job relatedness. If a test is valid, individual differences in test performance are associated with individual differences in job performance. The use of only tests having validity is now mandated by federal law and professional standards. When some examinees have access to the test items while others do not, the former would get an undue advantage on the test which would not be reflected in increased ability to do the job. Put another way, of two individuals with the same probability of succeeding on the job, that person would be selected who has had prior access to the test items and/or could afford to go to test coaching schools. This situation would operate to the disadvantage of minority job applicants and exacerbate further group disparities in the human condition.

2) Test disclosure would lead most employers to abandon the use of standardized occupational tests of ability. The need to fill openings as they occur and the requirement by regulation to have different tests for different jobs makes the test regeneration process almost impossible. Thus, that which is the most objective component in the selection process would be abandoned in favor of such alternatives as the interview, reference checks, letters of recommendation and the like. As I have indicated earlier, the validity of these alternative selection procedures is questionable. Furthermore, they do not enjoy the procedural advantages of standardization and objectivity that are the hallmark of occupational testing and they lend themselves to all kinds of conscious bias.

3) Full disclosure of test items would drastically shorten the useful life of most tests and require the continuous generation and evaluation of new replacement items. The consequent research effort and dollar investments required to maintain the quality of occupational testing under these conditions could become prohibitive. In addition, the expense and effort required to develop new items would discourage research on new and innovative methods for selecting the best qualified individuals for various occupations.

Issues dealing with test disclosure are not new. You may be familiar with the *Detroit Edison v. NLRB* case. In a situation involving two legitimate but competing interests (the Union's request for access to test and test-related materials in order to properly represent its membership; the interest of management for the continued security of the same materials), the Supreme Court upheld the Company's refusal to yield the requested test materials to the Union. No less of an authority than the United States Supreme Court has considered the arguments over test disclosure issues and passed its judgment on the matter.

The adverse consequences I have mentioned are more than inconveniences. Their cumulative and long-term effect would be to eliminate the most valid and objective component in the selection process. Without a clear and overriding mandate, indicated, for example, by documented instances of flagrant test abuse or evidence that mechanisms already in place for requesting testing and for handling test feedback are not working, I urge extreme caution in adopting legislation based on the vague and speculative claim that the bills would increase the accountability of test publishers. Whatever else the so-called sunshine in testing bills may accomplish, they should not generate such side effects as would endanger what may well be an important national resource for identifying the best qualified people to fill increasingly complicated jobs.

## PSYCHOLOGISTS AND LABOR UNIONS

NEAL SCHMITT

Since we first attempted to publicize the efforts of psychologists working with labor unions (see May, 1979, *TIP*), several people have written indicating their work and asking for information about similar efforts. What follows is a brief description of those projects.

*Training program for first-line supervisors.* **Robert Vecchiotti** of Psychological Associates, St. Louis, reports that he is working on a training program for first-line supervisors in which the interaction between these supervisors and the union steward is a major concern.

*Roadblocks to Union Psychologist Collaboration.* In the September 1979 *Federationist*, the official monthly newsletter of the AFL-CIO, **Mike Gordon** and **William Fitzgibbons** of the University of Tennessee explore the history of union and psychology collaboration and the problems which such efforts encounter. Also described is some of their research on union commitment.

*Labor-management arbitration.* **James Driscoll** of Massachusetts Institute of Technology writes that he has been a practicing arbitrator in the Boston area. His primary research interest has been focused on union-management cooperation and labor-management committees with special interest in the Scanlon Plan.

*Training for trade unionists.* At the University of the District of Columbia, **Isadore Goldberg** reports that the Labor Studies Center has initiated a Masters of Science degree in Labor Studies. In addition, the Center offers non-credit short courses to trade union people on the shop steward's role, leadership development, collective bargaining, etc.

*Conflict resolution.* **Jack Duffy**, Dalhousie University, reports that he has completed some preliminary work on the modeling of negotiating strategies and a Management Information System for Police Benevolent Association Union negotiators.

*Union members opinions on leadership, participation, and job satisfaction.* Though she reports several frustrations in completing her work, **Margaret Stevens**, now at 109 Upper Reservoir Rd., Milford, Connecticut, believes her dissertation with the Louisiana AFL-CIO could be used to more adequately meet union members' needs and desires. Specifically, she explored their desire for participation, satisfaction, and leadership both on the job and in their union.

*Member participation and outcomes of collective bargaining.* **Stuart Schmidt** and his colleagues at Temple have begun to report on the findings of their project funded by the U.S. Dept. of Labor. In a paper read at the 1979 Academy of Management meeting, they report finding evidence for two types of union members—one oriented toward active involvement in her/his union, the other interested in the unions ability to provide services. These two orientations have quite different implications for member satisfaction with the union, particularly the union local.

We will continue to publicize efforts such as those described above periodically. If you or your colleagues are involved in research/consulting efforts

with unions, send a brief description to **Neal Schmitt, Department of Psychology, Snyder Hall, Michigan State University, East Lansing, MI 48824** or **Tove Hammer, New York State School of Industrial and Labor Relations, Ives Hall, Cornell University, Ithaca, NY 14853.**

## APPLIED BEHAVIOR ANALYSIS

JUDI KOMAKI

### The Decade Ahead

As we enter a new decade, it seems fitting to do some recalling and forecasting. In the early 70's, the business world was pronounced "practically virgin territory for behavior analysis," (**Goodall, K.** *Shapers at Work. Psychology Today*, November 1972, p. 138). Since then, studies in such outlets as *JAP*, *OBHP*, the *Journal of Applied Behavior Analysis (JABA)*, and the recently instituted *Journal of Organizational Behavior Management (JOBM)* have appeared, demonstrating the usefulness of the approach in improving such aspects as attendance, punctuality, on-the-job performance, and safety. It seems that many of the optimistic predictions made by Div. 14 members, **John Campbell, Clay Hammer, Walter Nord, and Lyman Porter** saw fruition.

In the 80's, I predict that the behavioral approach will move upward in organizations to supervisory and managerial personnel and outward to service workers. To meet these challenges I anticipate that the emphasis will be on self- rather than other-managed programs and that the focus will shift from reinforcement strategies to behavioral measurement techniques.

### Think Snow

If any of you will be near the Rockies or the Andes in March, I'm sure that you will be most welcome at the Personnel/Human Resources Workshop of the Colorado Society for Personnel Administrators and the International Symposium of Behavior Modification, respectively. **Dick Beatty** (U of Colorado, College of Business and Administration, Boulder 80309) has asked me to present a workshop on behavioral approaches to business and industry on March 6th in Boulder. **Bill Hopkins** (U of Kansas) will speak on the world of work and **Maria Consuelo de Santamaria** (Universidad de Los Andes), on occupational safety at the International Symposium, which will be held from March 12th through the 15th in Bogota. For further information, contact **Berta Cecilia Daza** (Universidad de Los Andes, Calle 18-A Carrera 1-E, Apartado Aereo 4976, Bogota, D.E.-Colombia).

### Coming Up

For the next issue, I'd like to report on agencies currently supporting behavioral research in work settings and would appreciate any information you might have on this topic. I can be contacted at the **Georgia Institute of Technology, Engineering Experiment Station, Atlanta, GA 30332.**

P.S. Many thanks to **Frank Andrasik, Al Bandura, Lee Frederickson, Brandon Hall, and Jack Schnelle**, who sent or phoned in their best wishes, acknowledgements, or requests for reprints after receiving a copy of last issue's column.

## Yet Another Performance Appraisal Form

(EDITOR's NOTE: Increasing interest in performance appraisals, apparently stimulated by civil service reorganization, has resulted in Division 14 members' attempts to develop psychometrically sound appraisal forms. Data on the following form are filed with and available from *TIP's* non-reproducible results editor.)

TO: Those in Power and/or Who Need to Evaluate Others

FROM: Staff Chief Jerdin

SUBJECT: Staff Shape-Up or Shake-Up

Please answer the following questions about each of your staffs:

1. On the average, does this person...  
 arrive at work: early \_\_\_\_\_ late \_\_\_\_\_ seldom \_\_\_\_\_  
 leave work: early \_\_\_\_\_ soon after arrival \_\_\_\_\_  
 can't notice the difference \_\_\_\_\_
2. Pace of work: 1 - 2 - 3 - 4 - 5 - 6  
 slow slower immobile
3. What is he/she best at? (rank 1 to 5)  
 \_\_\_\_\_ Passing the buck \_\_\_\_\_ Raising extraneous questions  
 \_\_\_\_\_ Writing memos \_\_\_\_\_ Shelling peanuts  
 \_\_\_\_\_ Planning for others
4. Does this person have the skills to do the job he/she was hired to do?:  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 No observable evidence on which to draw a conclusion \_\_\_\_\_
5. Would the slot be better filled by someone else?  
 Yes, even I could do it better \_\_\_\_\_  
 No, he/she is the best slot-filler on the staff \_\_\_\_\_
6. How confident is this person? 1 - 2 - 3 - 4 - 5 - 6  
 Self-Doubting Confident Doubts  
 Everyone Else
7. How flexible is this person: 1 - 2 - 3 - 4 - 5 - 6  
 Can Bend Firm as Stiff as a  
 Around in the Stock Tenure Ad Hoc  
 a Circle Market Committee
8. How would you characterize this person's impact on other people?  
 \_\_\_\_\_ Devastating \_\_\_\_\_ Like an impacted tooth  
 \_\_\_\_\_ Sweeping \_\_\_\_\_ Yuk
9. Give a balanced picture of this person's strengths and weaknesses:  
 Strengths: Weaknesses:  
 1. 1. 4. 7.  
 2. 5. 8.  
 3. 6. 9.

### FEEDBACK REPORT:

I have shown the above evaluation to the person being rated whose response was:

1. He/she took me out to dinner \_\_\_\_\_
2. He/she burst into tears \_\_\_\_\_
3. He/she broke my arm so I can't sign below \_\_\_\_\_

Signature: \_\_\_\_\_

## Meetings: Past and Future

### (1) The Symposium on Applied Behavioral Science: The First Two Years.

The Applied Behavioral Science Program at Virginia Tech has now hosted two Symposia on Applied Behavioral Science. We consider these symposia successful both in the quality of the presentations and the quality of the audiences. Our speakers have included some of the most prominent names in I/O psychology, (many of whom are past presidents of Division 14); the registrants have come from all parts of the U.S. and represent national and state governments, branches of the military, academicians, consultants, and private industry.

The themes of the symposia centered on current trends and topics in Applied Psychology, with an emphasis on I/O psychology. The six featured speakers for our *first* symposium included **John C. Flanagan** who reviewed the history and roots of I/O psychology in his talk on "Organizational Psychology in Perspective"; **Robert B. Miller** addressed some philosophical issues concerning "The Human Element in System Planning"; **Victor H. Vroom** presented descriptive and normative models of "Decision-making in Organizations: A Case Study in Programmatic Research"; **Mary L. Tenopir** forecasted directions for "Employment Systems in a Changing Society"; **Robert M. Guion** challenged scientists and practitioners to examine and apply new measurement methods in "Problems of Measurement in Organizational Psychology"; and **Paul W. Thayer** spoke on licensure and other professional issues in "The Industrial-Organizational Psychologist's Broadening Responsibilities."

The seven invited speakers for the *second* symposium included **William C. Byham** speaking on the organization as a system and offering an experience-based approach "Toward a Content Valid Personnel System"; **C. Jack Bartlett** presented a unique look at test fairness in "Validity Large, Validity Small: Which is the Fairest One of All"; **Charles L. Hulin** talked about the "Joint Effects of Individual and Environmental Characteristics on Affect and Behavior in Organizations"; **William A. Owens** presented a summary of his research using bio-data in "Toward a Classification of Persons"; **Milton R. Blood** described the influence of self-rewarding behavior on performance in his paper "Internal Motivation and Organizational Behavior"; and **W. Clay Hamner** presented a model for examining "The Internal and External Validity of Motivation Theories." **Patricia C. Smith** was also invited to speak but was unable to present her paper on "Some New Developments in the Use of the Job Description Index" which was co-authored by **Bonnie A. Sandman**.

Negotiations are currently underway to publish the papers from both symposia in a single volume. An announcement of the publication date will be made shortly.

The theme of the third annual symposium is Environmental Psychology, and it is entitled "Environmental Psychology: Directions and Perspectives." Seven speakers have agreed to present summaries of their research. The speakers include **Harold Proshansky** (City University of New York), **Kenneth Craik** (University of California, Berkeley), **Irwin Altman** (University of Utah), **Jerome Singer** (Uniformed Services University of Health Sciences), **Benjamin Schneider** (Michigan State University), **Daniel Stokols** (University of California, Irvine), and **Peter Everett** (Pennsylvania State University). The

speakers have been informed that the symposium registrants come from varied backgrounds and will include a large number of Division 14 members. The topics will include a discussion of a number of issues of relevance to I/O psychologists, i.e., organizational climate, environmental stressors, social group/behavioral setting interactions, and broader environmental concerns related to organizations and society.

For those who have not attended in the past, the symposium is conducted at a leisurely pace (in true Southern style) with ample opportunity to meet and talk with the presenters both at the sessions and at a hosted cocktail party. The dates for the Third Annual Symposium on Applied Behavioral Science are May 8 and 9. For additional information write to **Nickolaus R. Feimer, Department of Psychology, VPI & SU, Blacksburg, VA 24061**. "Yawl" come.

(Editor's Note: This review was written by **Jack Hamilton**.)

(2) The Society of Organizational Behavior held its annual meeting on October 5 and 6 in Houston, Texas (Southern hospitality provided by **Bob Pritchard** and the Psych Department of the University of Houston). Division 14 members who presented included **Ed Locke**, **Karl Welck**, **Pat Smith**, **George Graen**, **Frank Landy**, **Shelly Zedeck**, **Jim Terborg**, **Dan Ilgen**, **Bob House**, **Milt Hakel**, **Del Nebeker**, **Mike Kavanagh**, **Terry Mitchell**, **Fred Fiedler**, and **Ken Wexley**. Topics discussed were philosophy and research, job satisfaction, performance appraisal, data analysis, OD, stress, motivation, leadership, and interpersonal perceptions in manager-subordinate dyads. The meeting concluded with slides by **Milt Hakel** showing his sabbatical in Italy and accompanied by a talk on "Italian Social Conflict: A Scenario for Other Western Countries." The 1980 SOB meeting will be held in East Lansing, Michigan on October 10-11; the new head SOB is **Ben Schneider**.

(3) Organization Development leaders and practitioners will meet in New York on March 16-18, 1980, and in San Diego on March 19-21, 1980, for OD '80: A Conference on Current Theory and Practice in Organization Development. The conferences will feature presentations on the key issues and topics facing Organization Development in the 1980's by leading authorities in the field. The conference coordinators are **W. Warner Burke**, Professor of Psychology and Director of the OD Program, Teachers College of Columbia University; and **Leonard D. Goodstein**, senior consultant with University Associates, Professor and former Chairman of the Department of Psychology at Arizona State University, and former editor of the *Journal of Applied Behavioral Science*. Both men have written extensively on Organization Development. The OD '80 Conference will also be offered in London, England, on March 31-April 2, 1980. For additional information about OD '80, call toll free 800-854-2143 or (714) 578-5900.

(4) The Seventh Psychology in the Department of Defense Symposium will be held April 16-18, 1980 at the Air Force Academy near Colorado Springs, Colorado. For information, contact **Major Richard L. Hughes, USAFA/DFBL, USAF Academy CO 80840** or by telephone at (303) 472-3175.

(5) **First Annual Scientist-Practitioner Conference in Industrial/Organizational Psychology:** The Department of Psychology, Old Dominion University, is pleased to announce that the "First Annual Scientist-Practitioner Conference in Industrial/Organizational Psychology" will be held April 24-25, 1980, in Norfolk, Virginia. The theme of the conference will be "Current Research and Practice in Performance Appraisal," and will feature the following topical sessions: (a) Rating errors and rater training; (b) Performance feedback and the feedback interview; (c) Equal employment opportunity and performance appraisal; and (d) Evaluation of performance appraisal systems.

The conference is aimed at bringing together knowledge from both research and practice in I/O Psychology. Thus, in each session, presentations will be given by a person primarily involved in research and a person primarily involved in the application of performance appraisal in an organizational setting. All inquiries regarding the conference should be sent to **Michael J. Kavanagh, Performance Assessment Laboratory, Old Dominion University, Norfolk, Va. 23508.**

(6) **The International Council of Psychologists** will hold its 38th Annual Convention in Bergen, Norway, June 29-July 1, 1980, immediately following the July 6-12 INTERNATIONAL CONGRESS OF PSYCHOLOGY in Leipzig, German Democratic Republic. Organized in cooperation with the Institute of Psychology of the University of Bergen, the ICP Convention will feature a scientific program, tours of the fjords, arrangements for travel to and from Leipzig. Total anticipated costs are under \$1,500. Further details are available from the *Chair of the ICP Travel Committee: Henry P. David, 8307 Whitman Drive, Bethesda, Md. 20034. Telephone (301) 469-6313.*

(7) **The National Conference of Graduate Students in Industrial/Organizational Psychology and Organizational Behavior** is being held at the Ohio Union on the Ohio State University Campus on April 4, 5 and 6, 1980. All graduate students in I/O and OB are invited to attend. If you have not registered already you may register at the conference for the same fee (\$10). The program and conference activities are varied providing a number of interesting social and professional events. **Mary L. Tenopyr** and **Benjamin Schneider** will deliver keynote addresses. The Position Analysis Questionnaire (PAQ) people will be presenting three hour-long workshops on job evaluation, selection and career counseling with the PAQ. Other workshops and special activities are also planned (see the conference program for complete details). All workshops and activities are covered by the registration fee. A number of industry representatives will be present (for example, American Telephone & Telegraph and Anheiser Busch) and will be talking with students about employment opportunities with their organizations. Research papers covering a wide range of topics will be presented. Special sessions for the 1980 doctoral dissertations are also planned, as well as a professional soap box session to bounce ideas off critical but, hopefully, understanding peers. Paper sessions will be free-wheeling and open-ended. Active participation from everyone will be the order of the day. The emphasis will be on developing new avenues of research and refining research ideas and implications. A short business meeting to decide where the con-

ference will be held next year will conclude the conference. Write or call the Graduate Student Conference Steering Committee c/o **Mark Wilson, Department of Psychology, Ohio State University, 404 C W 17th, Columbus, Ohio 43210**, if your program is interested in housing the conference. A special note to prospective benefactors and industry participants: The conference funding committee is still accepting contributions if you are interested in a sponsorship role (Write **Dave Van de Voort** at the above address). Further, any industry which would like to attend and talk with graduate students can still do so (Write **Ron Morgan** at the above address). See you in Columbus!

## JOURNAL REVIEW SERVICE

R. F. BOLDT

*Reviewers:* A. R. Bass, R. F. Boldt, P. J. O'Neill, L. B. Plummlee, J. P. Weisen.

### EQUAL EMPLOYMENT OPPORTUNITY AND LEGAL ISSUES

Fluckiger, S. L. Burden of proof in racial discrimination activities brought under the civil rights acts of 1866 and 1870: disproportionate impact on discriminating purpose? *Brigham Young University Law Review*, 1978, 1030-1058. Differentiates between these acts, the two earlier of which do not require the exhaustion of administrative recourse. (RFB)

Gwartney, J., Asher, E., Haworth, C., and Haworth, J. Statistics, the law, and Title VII: An economists' view. *Notre Dame Lawyer*, 1979, 54, 633-660. Business necessity, definition of the labor pool, and other topics discussed from economics point of view and in the context of case law. (RFB)

McChung, M. S. Competency testing programs: legal and educational issues. *Fordham Law Review*, 1979, 47, 651-711. Broad exploration of the issues; heavily oriented toward education but some issues might generalize. (RFB)

O'Donnel, E. T., Marshall, L. D., and Barlor, K. G. The federal age discrimination statute: basic law, areas of controversy, and suggestions for compliance. *Wake Forest Law Review*, 1979, 15, No. 1, 1-37. Discussion based on case law up through 1978; topics include testing, job advancement and bonafide occupational qualifications. (RFB)

Robertson, J. A. The law of institutional review boards. *U.C.L.A. Law Review*, 1979, 26, 484-549. Many IRB issues discussed including the need to review all research regardless of funding source, insurance, and constitutional issues. (RFB)

### MEASUREMENT TECHNIQUES

Gill, R. W. T. The in-tray (in-basket) exercise as a measure of management potential. *Journal of Occupational Psychology*, 1979, 52, 185-197. Summary of uses of the approach and related measurement considerations. (LBP)

Hartke, A. R. The development of conceptually independent sub-scales in the measurement of attitudes. *Educational and Psychological Measurement*, 1979, 39, 585-592. Applies factor analytic methods to subjective judgments regarding classification of items. (LBP)

Loevinger, J. Construct validity of the Sentence Completion Test of Ego Development. *Applied Psychological Measurement*, 1979, 3, 281-311. Describes a variety of approaches to construct validity and related findings. (LBP)



Mehrens, W. A., and Ebel, R. L. Some comments on criterion-reinforced and norm-referenced achievement tests. *NCME, Measurement in Education*, 1979, 10, No. 1. Reviews issues in criterion-referenced vs. norm-referenced, and standardized vs. tailor-made tests; concludes that the important question is when to use each. (PJO)

Porter, D. T. Reliability assessment made simpler: Program PIAS. *CEDR*, Summer 1978, 7-11. Theory and output of a FORTRAN program that provides information about a test's reliability, including the best combination of items. (PJO)

Rucker, M. H., and Arbaugh, J. E. A comparison of matrix questionnaires with standard questionnaires. *Educational and Psychological Measurement*, 1979, 39, 637-643. Evidence from two studies on return time and return rate of two formats. (LBP)

Special issue on standard setting. *Journal of Educational Measurement*, 1978, 15, No. 4. Pros and cons of the recent trend toward setting standards for use in criterion-referenced tests, minimal competency, accountability, mastery learning and the like. (PJO)

### STATISTICAL METHODOLOGY

Carter, D. S. Comparison of different shrinkage formulas in estimating population multiple correlation coefficients. *Educational and Psychological Measurement*, 1979, 39, 261-266. Empirical comparison of Ezekiel, Wherry, Lord, and Olkin and Pratt formulas. Also provides a graphic illustration of effect of sample size and number of independent variables on  $R^2$ . (LBP)

Scheuneman, J. A method of assessing bias in test items. *Journal of Educational Measurement*, 1979, 16, 143-152. Proposed procedure compares differences between ethnic groups in percent pass at each ability level, thus allowing for ability differences between groups. (LBP)

Tideman, T. N. A generalized chi-square for the significance of differences in repeated, related measures applied to different samples. *Educational and Psychological Measurement*, 1979, 39, 333-336. Formulas and example for computing chi-square on non-independent data. (LBP)

### MISCELLANEOUS

*Review of Research in Education*, 1979 volume. The following articles may be of interest to Division 14 members:

Kratochwill, T. R. Intensive Research: A review of methodological issues in clinical, counseling, and school psychology. (Chap. 2). Includes discussion of  $N=1$  research, causality, internal/external validity, visual analysis of data.

Rehberg, R. and Hotchkiss, L. Career counseling in contemporary U.S. high schools. (Chap. 3) Reviews major theories regarding career counseling including occupational classifications; path analysis of career choice; utility theory in career choice.

Schalock, D. Research on teacher selection. (Chap. 9) Reviews research on teacher effectiveness including use of work samples as predictors. (LBP)

Light, R. J. Capitalizing on variation: how conflicting research findings can be helpful for policy. *Educational Researcher*, 1979, 8, No. 9, 7-11. Cautions and clues in synthesizing findings from multiple sources. (LBP)

(If you would like to review articles from sources not typically used by I/O psychologists, contact **Bob Boldt, ETS, Princeton, New Jersey 08541.**)

## FELLOWSHIP NOMINATION CALL

KARLENE ROBERTS

Election to the status of Fellow in APA not only honors distinguished colleagues, it also lends distinction to the Division of Industrial/Organizational Psychology. In recent years, Division 14 has had notable success in having its nominees elected to Fellowship by the Council of Representatives of APA.

This results from the initiative and hard work of nominators who identify the most deserving and prepare well documented support. It also takes time to assemble, review and refine documentation.

It has come to the Fellowship Committee's attention that a number of Division 14 members who have made substantial contributions to the field are not Fellows of the division. You are encouraged to nominate these persons.

**April 1, 1980** is the date when completed sets of nomination papers must be in the hands of the Chairperson of the Division 14 Fellowship Committee. Now is the time to start the nomination process. Members may obtain the forms and instructions necessary to do so from the Chairperson: **Karlene H. Roberts, University of California, School of Business, 350 Barrows Hall, Berkeley, California 94720.**

A member cannot initiate his/her own application to become a Fellow. He or she must be nominated and endorsed by other members. The process operates only through Divisions. It is critically important, therefore, that members take responsibility for offering the names of qualified people and securing the documents and endorsements needed to obtain their election.

### : SPECIAL ANNOUNCEMENT :

#### American Psychological Association Continuing Education Sponsor Approval System

APA, through the Continuing Education Committee, has established a system designed to assure quality and accountability from sponsors of continuing education for psychologists. Any organization offering continuing education for psychologists may apply to APA for approval. Activities of approved sponsors are entered into a centralized, computerized registry and listed in an APA calendar which is published quarterly. Participants may have credits awarded by completion of approved sponsors activities recorded in the registry. Approved sponsors are periodically evaluated by an APA Subcommittee on Continuing Education Sponsor Approval.

Interested individuals and organizations should contact the Continuing Education Program Office, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. 20036, 202/833-7592. *The 1980 application deadlines are February 15 and June 13.*

## IN-BASKET CORRESPONDENCE #2

(EDITOR'S NOTE: There is a resolution, supported by the Association for the Advancement of Psychology, to create a National Commission on Educational and Occupational Testing. This Commission is viewed as a fact finding body whose creation would be an alternative to the current "truth-in-testing" legislation. The following is Division 14's response regarding the proposed Commission.)

November 14, 1979

Anne Schell, Ph.D.  
Occidental College  
Psychology Department  
1600 Campus Rd.  
Los Angeles, CA 90041

Dear Dr. Schell:

I am writing on behalf of APA Division 14 to express our strong opposition to the establishment of a National Commission on Educational and Occupational Testing. The recent Board of Scientific Affairs resolution calling for the establishment of such a commission appears to lead to redundant efforts and the possibility of unnecessary regulation.

The reasons upon which I base this conclusion are as follows:

1. The work to be done by the proposed commission almost exactly parallels that already being done by the National Academy of Sciences Committee on Ability Testing. BSA's charge to the commission practically mirrors in detail the outline of the academy committee's final report. Furthermore, the American Psychological Association's interests are well represented on that committee. The psychologists are Bill Bevan, Lee Cronbach, Tex Garner, Lyle Jones, Mel Novick, Janet Spence and me. The other members are leaders in their respective professions. I feel confident that a responsible report, sensitive to both scientific and social issues, will result from our prolonged deliberations. One of our major objectives as a committee is to prepare recommendations which would appropriately influence public policy on testing. I note that this, too, is a charge BSA gives to its proposed commission.

Repeatedly in the Congressional hearings on the proposed "Truth in Testing," I have heard pleas for Congress to await the National Academy of Sciences report. I know from private sources that Congressional staffers are looking sincerely to the Academy committee for guidance.

Thus, we feel the proposed commission would be redundant and can serve no unique and useful purpose.

2. The proposed commission paves the way for further regulation of occupational testing which is undoubtedly now more regulated than any other activity in the field of psychology. The enclosed Uniform Guidelines on Employee Selection Procedures speak for themselves. They do not have to be read in detail. One glance should indicate that employment testing is subject to a myriad of detailed restrictions and that every aspect of the test development and validation processes is open to government scrutiny and criticism.

To add further regulation to an area which is already so heavily regulated can do nothing but further discourage the use of objective tests and other assessment procedures. There has already been a mass flight of private employers from

testing as a result of the equal employment guidelines. Further regulations might eliminate all testing by even the major corporations.

Basically, mass flight from testing will serve no useful societal purpose. It is well known that mental ability test results indicate substantial average score differences among various racial and ethnic groups. However, the alternate employee selection procedures which would be used often show even greater group differences or have strong potential for conscious bias. For example, educational achievement and meaningful job experience are clearly lower for some groups than others. The subjective interview has undoubtedly been far more influential in lowering the employment opportunities for some groups than the objective test.

In business and industry, the effect of tests are generally compensated for by strong affirmative action programs, so despite group differences in average scores, members of all groups can gain employment. I recognize in saying this that affirmative action appears to be less effective in the educational sector.

3. We question whether an alternative to the proposed legislation on testing is needed. Surely none of us has a crystal ball and we cannot accurately predict what Congress will do with the proposed legislation next spring. Perhaps AAP is correct in its assessment that some kind of testing legislation is inevitable. However, I have talked to knowledgeable people who feel that the legislation can be defeated. Surely, the legal move of the Association of American Medical Colleges to have the New York State "Truth in Testing" law declared unconstitutional should make the U.S. Congress move slowly.
4. Finally we fear that any commission on tests might be housed in a Federal agency which is hostile toward the use of ability tests. Thus any efforts by a commission with balanced views might be thwarted by the agency staff. BSA should have considered the placement of the commission in the bureaucratic structure as part of its resolution.

We in Division 14 will be happy to work with any APA or AAP group involved in framing a response to the proposed "Truth in Testing" legislation. We certainly support the effort to prevent test disclosure on a mass basis and have so testified before Congress to that effect. I am also enclosing copies of testimony of two Division 14 witnesses.

We have a sincere desire to be helpful and not obstructive, but we do strongly believe that the proposed commission on tests is an inappropriate response to the proposed legislation on testing.

Sincerely yours,

Mary L. Tenopir

### SPECIAL ANNOUNCEMENT

Division 14 membership is now open to APA Students in Psychology upon application to the I/O Membership Chair. Interested students should address requests for application material to **M. A. Fischl**, U.S. Army Research Institute, 5001 Eisenhower Ave., Alexandria, Va. 22333.

## INNOVATIONS IN METHODOLOGY CONFERENCE ACTIVITIES UNDERWAY

J. RICHARD HACKMAN

For over a year, a committee of Division 14 members has been planning for conference activities that will explore innovations in research methodologies for organizational research. A proposal for conference support prepared by the committee (**Tom Bouchard, Joel Campbell, Richard Hackman, Joel Moses, Barry Straw, Victor Vroom, Karl Weick**) was submitted to the Office of Naval Research and the National Institute of Education. Word was received in the fall of 1979 from **Bert King** (of ONR) and **Fritz Mulhauser** (of NIE) that the two agencies will jointly support the project.

In recent months, the planning committee has been staffing three-person working groups for the six topics that will serve as the foci for conference activities. Coordinators have signed on for each of the six topics, and they are now working with planning committee members to select two additional group members for each topic.

The topics are:

1. Innovations in qualitative methods and case studies (**John Van Maanen**, coordinator).
2. Innovations in quantitative techniques for organizational research (**Larry James**, coordinator).
3. New ways to find and define research problems (**John Campbell**, coordinator).
4. Better ways of making judgment calls in methodological decision-making (**Joe McGrath**, coordinator).
5. Innovative ways of aggregating evidence across studies (**Jack Hunter**, coordinator).
6. Designing research with implementation in mind (**Milt Hakel**, coordinator).

The three-person working groups will meet in August of 1980 at the Center for Creative Leadership to generate sets of educational materials for each of the six topics. Then, in March of 1981, a full-scale conference will be held at the Center, at which time the groups will conduct workshops on the topics for about 50 organizational researchers. Workshop materials (which are expected to range from papers and course syllabi to video materials and experiential exercises) will be made available to conference participants, and thereafter will be distributed as widely as possible.

Administrative support and educational resources for the conference activities are being provided by the Center for Creative Leadership. Additional information about conference plans may be obtained from **David DeVries** or **Ann Morrison** at CCL, P.O. Box P-1, Greensboro, NC 27402, or from the planning committee chair, **Richard Hackman**, Yale School of Organization and Management, Box 1A, New Haven, Conn. 06520.

## Automation Research

Duncan L. Dieterly

In conjunction with the Manned Vehicle Systems Research Division at NASA-Ames Research Center, the Air Force Human Resources Laboratory (AFHRL) Technology Office is initiating some preliminary research in the area of the effect of automation on operator performance. The results of this effort will serve as a foundation for a possible joint AFHRL-NASA-Ames program. Of primary interest, is the impact of automation within multi-manned aircraft systems.

The initial review of the literature indicates a lack of consistent definition for the term automation and therefore no comprehensive base of research is readily available. When the concept of automation first appeared in the literature it was directed towards a concern about displaced workers and unemployment. Later, the concept was studied relative to retraining issues. Interest in these areas has waned, but a suitable behavioral definition was not developed. Some research studies ignore the definition problem. Many researchers offer subjective, narrative statements about automation. Others choose a particular piece of equipment and define some functions as "manual" and other functions as "automated." Therefore, a first step in a systematic study of automation requires the establishment of a methodology to assess the level of automation of a system.

We are currently developing a method of quantifying levels of automation in terms of the operator's perceived response or behavior. We are interested in the ideas of those who share our concern and/or those who are doing research. We would therefore like to establish contact with individuals working in this area. The purpose of this brief statement is to elicit information about parallel or related efforts from fellow members. A general letter has already been submitted to over two hundred individuals and agencies. If your organization is concerned about the impact of automation, is doing research or has documented research available, we would appreciate hearing from you. Please contact: **Maj. D. L. Dieterly** or **Dianne Smith** at **AFHRL Technology Office, NASA-Ames (MS 239-2), Moffett Field, CA 94035 (415/935-5751)**. A periodic overview of our and other individuals' progress will be mailed to you if you are interested.

### SPECIAL ANNOUNCEMENT

Membership in Division 35 (Psychology of Women) is open to women and men in all areas of psychology. The Division supports a variety of academic, professional, and public interest activities related to the psychology of women. To become a Division Member or Associate you must be an APA Member or Associate. The Division extends Affiliate membership to persons who do not belong to APA, including students. For further information, send your name and address to: **Carol Nagy Jacklin, Dept. of Psychology, Stanford University, Stanford, CA 94305.**

## POSITIONS AVAILABLE

LARRY FOGLI

- (1) The Department of Psychology of the University of North Florida anticipates an opening in industrial/organizational psychology for September, 1980. Position includes teaching organization behavior and applied social psychology to serve the College of Business as well as industrial psychology and human resource development courses for the department of psychology. Skill in both didactic and experiential teaching methodologies is essential. Please send vita, names of three references, as well as a detailed statement of current research activity and the direction of future interests to **Dr. J. Russell Nazzaro, Chairman, Department of Psychology, University of North Florida, P.O. Box 17074, Jacksonville, Florida, 32216.** Deadline Date: February 28, 1980.
- (2) Southern California Edison, one of the nation's largest and most progressive electric utility companies, currently has an opening for an Industrial Psychologist to design, conduct, analyze and document criterion and content validation studies for aptitude, knowledge and skill tests, interviews, physical demand tests, and other selection procedures. This position will involve developing a program's operational practice and policy recommendations as needed and assisting in program operation. Ph.D. (or M.S. with minimum three years full time experience in applied work which included substantial validation) or equivalent required. Expect a comprehensive benefit package and salary commensurate with education and experience (minimum starting salary \$24,360). Please submit your resume to **F. Ofsanko, Personnel Research Manager, Southern California Edison Company, Section 615, P.O. Box 800, Room 192, Rosemead, CA 91770.**
- (3) Consumer Research: Major life insurance trade association is seeking a Ph.D. or ABD to design, initiate, and carry out consumer research studies. Primary focus of these studies is to determine the economic, social, and psychological factors that shape the public's demand for insurance and related financial products. Applicant should have strong scientific bent, grounding in statistics and survey research methods, exposure to consumer psychology/economics, and an interest in applied research. Multidisciplinary setting in an organization with 13 professionals at the Ph.D. level and a 60-year history in applied behavioral research. Salary \$23,100-\$25,000. Immediate opening. Send vita to: **Walter H. Zultowski, Ph.D., Assistant Director—Economic and Consumer Research, Life Insurance Marketing and Research Association, 170 Sigourney Street, Hartford, CT 06105.**
- (4) Employee Relations Consultant: One of the oldest and largest prestige survey research and consulting firms is seeking an experienced professional to join its Employee Relations Programs Group in a career ladder leading to a senior position. Areas of expertise should include the following: executive interviewing, focused group sessions with employees, questionnaire design, analysis and interpretation of questionnaire data, survey feedback methodologies, and human resource improvement programs and strategic planning. MA/MBA/PhD preferred. Please forward resume including availability and salary history to: **Director, Employee Relations Programs, Opinion Research Corporation, North Harrison St., Princeton, NJ 08540.**
- (5) Industrial Psychologist: 1 position. Ph.D. required. September 1980. \$17,000-\$25,000/9 months. Tenure track. Teach courses in introductory and in industrial/psychology in undergraduate program. Applicants with experience in college teaching and in business/industry preferred. Opportunities for consulting in area also possible.

Application deadline is March 1, 1980. Kennesaw College is a four year unit of the University System of Georgia located on a 152 acre campus, 20 miles north of Atlanta. Send Vita to **George H. Beggs, Chairperson, Division of Social Science, Kennesaw College, Marietta, Georgia 30061.**

- (6) A Florida based newspaper group, Knight-Ridder Newspapers, Inc., seeks an Industrial/Organizational Psychologist for a top personnel management position at one of its major metropolitan newspapers. The successful candidate will have strong administrative abilities and a background in training and assessment. Address inquiries to **Douglas C. Harris, VP/Personnel, 1 Herald Plaza, Miami, FL 33101.** An Affirmative Action/Equal Opportunity Employer.

### CALL FOR MANUSCRIPTS

The *Academic Psychology Bulletin*, a publication of the Michigan Psychological Association, announces that manuscripts are now being accepted for Volume 2 (1980). Deadline for the last two issues of Volume 2 is March 1, 1980.

The *Academic Psychology Bulletin* aims to effect a closer rapport between psychologists in academic and research settings and those psychologists involved primarily in practice. The *Bulletin* publishes theoretical or empirical articles in any field. Authors will be asked to provide camera-ready final copies which must be letter perfect, single spaced copy. For details regarding format, and for other information, contact the Editor: **Norman Abeles, Department of Psychology, Michigan State University, East Lansing, MI 48824.**

## Journal of Occupational Psychology

An international journal of research into people at work. Published quarterly, covering industrial, organizational, engineering, vocational and personnel psychology, as well as behavioural aspects of industrial relations and human factors. Innovative or interdisciplinary approaches with a psychological emphasis are particularly welcome.

*Notes for Contributors* are published inside the back cover. Single copies from the Editor, Professor Peter Warr, MRC Social and Applied Psychology Unit, The University, Sheffield S10 2TN, United Kingdom.

*Contents of Volume 52 (1979)* include R. D. Arvey & H. D. Dewhirst. Relationships between diversity of interests, age, job satisfaction and job performance; W. F. Nemeroff & K. N. Wexley. An exploration of the relationship between performance feedback interview characteristics and interview outcomes as perceived by managers and subordinates; M. J. Colligan & L. R. Murphy. Mass psychogenic illness in organizations: An overview; P. Warr, J. Cook & T. Wall. Scales for the measurement of some work attitudes and aspects of psychological well-being; P. J. Barnard, P. Wright & P. Wilcox. Effects of response instructions and question style on the ease of completing forms.

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## THE SUPERVISORY BEHAVIOR DESCRIPTION QUESTIONNAIRE

By Edwin A. Fleishman, Ph.D.

The Supervisory Behavior Description (SBD) measures two well established dimensions of supervisory leadership: Consideration and Structure. It has been widely researched and used over a 20-year period in industrial, educational, governmental, and hospital organizations to measure the status of foremen, managers, and executives on these two dimensions.

**CONSIDERATION**—Reflects the extent to which the supervisor acts to establish mutual trust and respect, good rapport, and two-way communication with the members of his work group.

**STRUCTURE**—Reflects the supervisor's emphasis on organizing, planning, scheduling, establishing ways of getting the job done, initiating and directing work activities toward goal attainment.

The manual summarizes the development of the SBD and provides the most up-to-date review of research findings with the questionnaire and its use in a variety of managerial situations. The current manual describes SBD scoring, reliability, and validity for different criteria. Extensive norms are provided for comparing newly tested supervisors and managerial groups against previously tested groups throughout the United States.

The SBD has been used in leadership training programs, as a research instrument, in performance appraisal, for assessing "Managerial Climate," as a predictor of supervisory effectiveness, and as a self-development aid.

It measures perceptions—by subordinates, colleagues, or superiors—of a supervisor's actual on-the-job behavior. The SBD was designed for use by subordinates (preferably three or more members of the supervisor's work group or manager's staff). Colleagues and superiors have also been used as respondents. And the SBD can be used as a self-report questionnaire. For each item, the respondent checks how often the supervisor performs the behavior indicated.

The 48-item questionnaire is self-administering and usually requires no more than 15 to 20 minutes for completion.

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